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ABSTRACT

Attended by migrant personnel representing 25 counties participating in the Florida Migratory Child Compensatory Program, the conference aimed to explore teaching techniques which have been successful in meeting the migrant child's needs, to provide opportunities for the exchange of information on effective program designs, and to develop plans to improve communications. The conference was divided into four components: Language Arts, Early Childhood, Learn and Earn, and Supportive Services. A one-part questionnaire which solicited specific information about the session and a questionnaire which reflected the participants' views after the conference experience were used to evaluate the conference's effectiveness. Information was established on two levels of conference implementation: the perceived outcome of each session as given by the participants, and the expected need for follow-up assistance during the coming year. There were 1,805 evaluation forms returned. The overall response to the conference was very positive. Participants expressed a need for more of the same with an increase in the amount of time made available for the next conference. After getting back to the classroom, the feeling remained the same. Most found that they had received an "immeasurable amount of useful knowledge". Appended are the agenda, a speech by the Associate Commissioner for Compensatory Educational Programs, the evaluation forms, and the results of each session and some comments. (NQ)

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Evaluation Report

Florida Migratory Child

FMCCP

FMCCP

Compensatory Program

STATE CONFERENCE
September 1975

RC010156

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Florida Migrant Program

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FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

STATE CONFERENCE

SEPTEMBER 1975

EVALUATION REPORT

Prepared By:

James A. Scruggs

Ralph D. Turlington, Commissioner

State of Florida Department of Education

June 6, 1976

Colleagues:

The information reported herein is an accurate documentation of a continuing effort by the Florida Migratory Child Compensatory Program to optimize the effectiveness of our Migrant Staff. The thrust of staff development is one of the basic activities of our Program. It provides the vehicle which produces the maximum impact on the learning experiences of the migrant child.

It is our pleasure to share this experience with you. We encourage you to share some of your experiences with us.

For more detailed information you may write us at the address found on the final page of this report.

Sincerely,

Dale Hilburn

Dale Hilburn

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I. INTRODUCTION

The Florida Migratory Child Compensatory Program (hereafter referred to as FMCCP) conducted its Annual State Conference between the dates of September 16 and 19, 1975. The conference was coordinated by the State Administrator's office, represented by Mr. Joel Murphree, and technically organized by the Regional Operational Staff. The goals and objectives were selected to support the direct services to migrant children.

The conference was divided into four (4) distinct components: Language Arts, Early Childhood, Learn and Earn, and Supportive Services. A chairperson was selected to coordinate the organization of the topics to be covered in each component. Each chairperson consulted with teachers, aids, consultants and administrators to select and establish the appropriateness of the topics.

The conference sessions (topics) offered a variety of activities, such as a General Session, which accommodated a large number of participants, and Small Group Sessions, which varied from complete hands-on types of activities to lectures. All sessions were intended for maximum participation, taking into consideration the size of the group and the time allotted for the presentation. Some components rotated or allowed individual selection of topics in order that all participants in that component could attend the maximum number of sessions.

II. GOALS AND OBJECTIVES

Like all of the FMCCP staff training efforts, the conference had a set of clearly stated goals which were disseminated to all participants in an activity brochure. These goals were consistent with the National Goals and refined to specific objectives as stated in the brochure of supportive materials. The goals provided a basic reference for the planners to develop the conference and for the participants to evaluate it.

The goals the brochure stated were:

- to explore teaching techniques which have been successful in meeting the needs of migrant children,
- to provide opportunities for the exchange of information on effective program designs, and
- to develop plans to improve communications.

The objectives for these goals were then incorporated into the various components, with additional objectives added according to the subject matter being pursued. For example, in the session on MSRTS, the objective states, "Participants will be able to explain how the Transfer Record System is useful to them and demonstrate how to encode health data." A complete listing of the objectives for each goal is given in Appendix A.

III. CONFERENCE DESCRIPTION

The description of the conference was alluded to briefly in the introduction. It did offer a variety of sessions which provided participation of varying degrees.

The first day began with a welcome by Dr. Roger Nichols, Deputy Commissioner for Education Management, Florida Department of Education (see Appendix A). The opening address was given by Dr. John H. Rodriguez, Associate Commissioner of Education, U.S. Office of Education (see Appendix B). The topic was "Looking at Learning." Mr. James A. Scruggs, Consultant, Florida Migratory Child Compensatory Program, gave the conference objectives and evaluation expectations.

The participants assembled in smaller groups according to their needs and interests. The total agenda is given in Appendix A along with the objectives of each component.

In summary, the conference could be described as:

- a general meeting on the first day,
- small group sessions which took place over a four day period,
- a second general session on the second day with an address by Mr. Edward A. Spear, State Coordinator, Title I ESEA, State of Alabama, and
- a general wrap-up session on the last day with an address by Mr. Joseph Bertoglio, Senior Program Specialist, U.S.O.E.

The agenda for the conference is given in Appendix A.

IV. EVALUATION PLAN

The State Administrator's office, as the conference coordinator, accepted the responsibility of evaluating the conference. This was undertaken as a cooperative effort with the Evaluation Consultants from the Regional Operational Staff. The initial evaluation

design document is given in Appendix C. All instruments were reviewed by the planners as well as the Evaluation Consultants. The suggested changes were weighed and, if necessary, made.

The purpose of the evaluation was to gain useful information about the effectiveness of the State Conference in:

- exchanging useful educational information and techniques, and
- planning future program activities to optimize program effectiveness.

The evaluation established information on at least two levels of conference implementation:

- the perceived outcome of each session as given by the participants, and
- the expected need for follow-up assistance during the coming year.

These two sets of evaluative feedback were collected on the evaluation forms given in Appendix C. It must be noted that the individual sessions were evaluated on clearness of objectives, presentation, procedures, content, accomplishment of objectives and suggestions for improvement.

The first instrument of evaluation (see Appendix C) employed a compact one-part questionnaire which solicited specific information about the session being attended. The scale used was from 1 (outstanding) to 5 (poor). These instruments were collected at the end of each session.

The second evaluation instrument (see Appendix C) was employed to reflect the participants' views after the fall conference

experience. An important part of this questionnaire was the provision of a place for indicating follow-up and conference improvement.

All results were averaged to determine the mean responses to the variables. This mean response represented an interpretable participant consensus of sessions, individual and composite effectiveness, as well as valuable perceived needs in future training.

V. ANALYSIS AND RESULTS

At the end of each session, the completed evaluation forms were collected for tabulation and analysis. The results of each session are presented in tables in Appendix D of this report. These tables are provided to give the reader the opportunity to make a personal analysis of each session and to serve as a basis for discussion in this report.

There were 1,805 evaluation forms collected by the end of the conference. These evaluation forms were the formal responses from a population made up of 28.7% Supportive Services staff, 10.7% Learn and Earn staff, 20.2% Early Childhood staff, 29.8% Language Arts staff, and 10.1% Administrators. These migrant personnel represented twenty-five counties presently participating in the FMCCP.

The sessions were attended by large and small groups that ranged from twelve in number to a recorded attendance of ninety (see Table 1).

These sessions covered four main headings (sections):

- Early Childhood
- Language Arts
- Learn and Earn
- Supportive Services

A. EARLY CHILDHOOD

The Early Childhood Section encompassed thirteen topics (see Table 1). All sessions were ranked on a 5.0 point scale, the mean rating being $\bar{x} = 2.5$.

The session receiving the most positive rating was "Bi-Cultural Awareness," receiving an average rating of $\bar{x} = 1.1$. The session receiving the least positive rating was "Holiday Art," receiving a rating of $\bar{x} = 1.9$, which is still above the mean of $\bar{x} = 2.5$ and a very positive reaction.

Only four of the thirteen sessions in Early Childhood received responses of $\bar{x} = 5.0$ or poor in any category. Contrastingly, when the categories of outstanding and above-average are combined, we see that seventy-five to ninety-seven percent of the participants responded. This speaks very positively for the overall reception to this section as a whole.

There were comments made by some of the participants on many of the sessions. These comments were divided into three categories for this report: Praise, Criticism and a catch-all category labeled "Other."

In the Praise category, the typical comments ranged from one word responses such as excellent, beautiful, marvelous, great, to more lengthy descriptions such as "well-planned and organized, educational, direct and to the point," "I felt she had some very practical and useful everyday activities--it was a very useful session," "Well planned and organized," "I wish that you could do a workshop in Hillsborough County, Miss Kahn."

There were more praises than criticisms. The criticisms were essentially addressed to such things as hot weather, or more useful comments concerning use of more materials or the exclusion of an ethnic group, or a provision for more time for a particular session, or the need for more time for group interaction.

All comments are reported in Appendix D.

B. LANGUAGE ARTS

The Language Arts Section encompassed eleven topics (see Table 1). The ratings were made on the same five point scale as the Early Childhood Section.

The sessions of "Interpersonal Communication" and "Hands On Experience" received the most positive rating ($\bar{x}$ = 1.2) whereas the session of "Language Arts General Session" received the least positive rating ($\bar{x}$ = 2.1). All ratings, however, were above the mean of $\bar{x}$ = 2.5.

Only six of the eleven sessions received a rating of $\bar{x} = 5.0$ or poor in any of the five individual categories. This indicates that there was a very positive perception of all sessions. This is again indicated when the categories of outstanding and above-average are combined. It can be readily observed that the range is a high of ninety percent of the respondents checking the combination to a low of fifty-five percent. Therefore, the conclusion can be made that although there was a wide range of perceptions, the overall section was rated very positively.

The comments on this section were both candid and useful. The three categories in which these comments were placed are the same as Early Childhood.

In the Praise category, comments ranged from one word feelings to more complete and suggestive statements. A typical example may be given as follows: "By far the most profitable conference...I only wish I had five days of this. The people involved are marvelous." Another example: "I can see many uses for this approach in my classroom. The visuals clarified the presentation and I plan to try this method when I return to the classroom."

In the Criticism category, the dominate expressed need was that more time should have been allotted to most sessions. This was a need that was expressed frequently and with great clarity. This may indicate what may be needed in the Language Arts sessions for next year.

An example of the comments may be given as follows: "Time allotted was insufficient to adequately cover content. This session is essential--provide at least one half day, preferably a full day." "Time limits absurd. #3 and #4 would have been great if there had been any time. Suggest longer time blocks for these practical sessions."

C. LEARN AND EARN

This section consisted of four topics (see Table 1). The ranking of these sessions was again done on a five point scale ($\bar{x} = 2.5$).

The sessions of "Citrus Testing" and "Marine Engine" received the most positive rating ($\bar{x} = 1.3$), while the session of "A-V Use" received the least positive rating ($\bar{x} = 1.8$). All ratings were above the mean of $\bar{x} = 2.5$. This indicates a very positive perception of the section as a whole.

The comments were again very revealing. The same three categories for combining comments were used. In this section, the number of recorded comments showed an almost equal number of criticisms and praises. The reason for this is not readily apparent. It must be remembered that the number of participants preferring to comment are a small percentage of the total staff in the sessions.

A typical comment of praise may be given as follows: "Most interesting and informative. Along with the Classroom Management session the conference was most worthwhile." And, "This

is the second session I've had in Marine Engines and frankly I can say I've learned, I mean actually learned, more about Marine Engines today than I have every known in two years."

There were comments concerning the process of implementation in the classroom. This was especially true of "Citrus Testing."

The typical criticisms were as follows: "Session should have been a little longer," and "While the presentation was sterile and quite adequate, I find too many dehumanizing factors confronting the student as presented. Are we teaching children or are we losing sight of warmth and compassion in the migrant classroom."

It must be emphasized that only a small number of the participants responded in the comments section. Therefore, the comments should be considered in this context.

D. SUPPORTIVE SERVICES

This section consisted of ten topics (see Table 1). They were rated on a five point scale consistent with the other three sections. The sessions of "Community Resources" and "Parental Involvement" received the most positive rating ($\bar{x} = 1.4$). The least positive rating was given the sessions of "Job Responsibilities" and "MSRTS" ($\bar{x} = 2.2$). As you will notice, all sessions were again rated above the mean of $\bar{x} = 2.5$, indicating that there was a positive perception of all sessions.

Again, the comments were compiled into three categories: Praise, Criticisms, and Other. All participants did not choose to share their comments.

In the Praise category a typical comment can be given as follows: "This was one of the most informative sessions I have attended. Would be happy in the future to see more group session content elevated to this level of communication."

In the Criticism category the comments ranged from needing more time to including all ethnic groups in the presentation. All comments were constructive and can be examined further in Appendix D.

E. POST-CONFERENCE EVALUATION

Approximately two weeks after the conference, a post-conference evaluation form was distributed. The participants were asked to respond to three basic things:

- what they thought about the overall conference (see Appendix E, Table 1)
- what they thought about the individual sessions they attended (see Tables 2-5)
- identify sessions they felt needed follow-up during the year

All participants were asked to rate the overall conference experience on the basis of a five point scale including the following:

- total perceived gain in useful knowledge after the conference was over
- objectives

- organization
- presentation
- activities

The overall rating of the conference was $\bar{x} = 2.1$, which is a very positive response on the five point scale ($\bar{x} = 2.5$). The highest rating was $\bar{x} = 1.8$, while the range of the five items was $\bar{x} = 1.7$ to $\bar{x} = 2.1$. There were three items with a rating of $\bar{x} = 2.1$. This indicated a very positive rating for the overall conference.

The participants who attended the Supportive Services sessions were asked to rate the specific sessions they attended. There were sixteen individual sessions rated (see Appendix E, Table 2). The three sessions receiving the highest ratings were "Cultural Awareness," "Parental Involvement" and "Community Resources" ($\bar{x} = 1.8$). This was consistent with the rating given these sessions on the forms received directly after the session was over and add to the validity of these two indicators. The least positive rating was given to "Record Keeping" and "MSRTS for Social Educators." All ratings were above the mean of $\bar{x} = 2.5$ which again attests to the positive perceptions of the participants.

In the Language Arts section, eight topics were rated (see Table 3). The overall rating for this section was $\bar{x} = 2.2$, which is again above the mean of $\bar{x} = 2.5$.

The session receiving the most positive rating was "ESL" ($\bar{x} = 1.7$). The sessions receiving the least positive ratings

were "MSRTS" and "Parent Advisory Committees" receiving a rating of $\bar{x} = 2.5$. This is, of course, on the mean.

The Learn and Earn section received an overall rating of $\bar{x} = 1.7$ (see Table 4). This was nearly the exact rating that was given if all of the individual Learn and Earn sessions were averaged.

The session receiving the most positive rating was "Marine Engine" ($\bar{x} = 1.8$). The session labeled "General Session" was rated the least positive ($\bar{x} = 2.4$).

Finally, the Early Childhood section received an overall rating of $\bar{x} = 1.7$ (see Table 5). This is a very positive rating and above the mean of $\bar{x} = 2.5$.

The sessions of "Music and Movement" and "Mathematics for the Preschool Child" received the most positive rating ($\bar{x} = 1.3$). The session of "Film Review" received the least positive rating ($\bar{x} = 2.7$) which is the only session in the conference to receive a rating below the mean.

This post-evaluation part of the evaluation drew many more comments than any other instrument. All comments are given in Appendix E. These comments were deliberately encouraged, as can be seen by reading the two questions in the post-conference questionnaire (see Appendix C, Attachment 3). They were asked to give comments for improving the following years' conferences and to list topics they felt they would like to have during the regular school year. The latter question was used in the regional planning of inservice workshops.

VI. SUMMARY

There are a number of paradoxes to be confronted when an undertaking of this type is considered. These uncertainties are the greatest asset of the Migrant Program. The flexibility under the Federal guidelines makes the diverse personnel strive to show their true capabilities. The FMCCP has in this effort coordinated all the resources in its program. This includes secretaries, teacher aides, media personnel, administrators, specialists in Language Arts, Early Childhood, Learn and Earn, medical people, parents and many others of very specific status.

This conference was a success because all personnel were concerned about only one thing: to make the services for the migrant child the best possible. Therefore, when the comments and feelings run high, it is our testimony to the high regard the staff has for their mission.

The overall response to the conference was very positive, as seen by the rating of $\bar{x} = 2.1$. This in itself is enough to justify our undertaking; however, when the comments are placed in proper perspective, they add an excellent reinforcement. The participants expressed a need for more of the same with an increase in the amount of time made available for the next conference. After getting back to the classroom the feeling remained the same. Most found that they had received an immeasurable amount of useful knowledge.

All raw comments and requests were disseminated to the Regional offices and they have expressed the fact that this information has been very useful in planning. There were some local and individual needs that were readily identified and, thus, made a realistic and expeditious solution possible. This, of course, makes the experience a useful process worth repeating with the inclusion of the suggested improvements.

APPENDIX A

AGENDA FOR

MIGRANT CHILD EDUCATION FALL CONFERENCE

Theme: Now is the Time

Diplomat Hotel
Hollywood, Florida
September 15-19, 1975

A LEGISLATIVE MANDATE FOR MIGRANT EDUCATION

"To establish programs and projects designed to meet the special educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states."

CONFERENCE GOALS

1. To explore teaching techniques which have been successful in meeting the needs of migrant children.

2. To provide opportunities for the exchange of information on effective program designs.

3. To develop plans to improve communications.

ADMINISTRATORS SEMINAR
Monday, September 15, 1975

10:00 - 4:30 p.m. (Caucus Room)

Presiding - Dale Hilburn

FEFP Funds - Representatives of DOE Comptroller's Office and Bureau of District School Finance and Business Management

Discussion Topics:

Contract and Studies
Proposed Regulations
MSRTS
505 Title V Management
Migrant Education Management
FY '75 Carry Over Funds
Repair and Maintenance

12:00 - 1:30 p.m. BREAK FOR LUNCH

1:30 - 4:30 p.m. (Caucus Room)

Continue Administrators Seminar

1:30 - 4:30 p.m. (Lower Sky Room)

Early Childhood Head Teachers

FIRST GENERAL SESSION
Tuesday, September 16, 1975

9:00 - 10:15 a.m. (Convention Hall B&C)

Presiding - Joel Murphree, Consultant, Migrant Education Section, Florida Department of Education

Welcome - Dr. Roger Nichols, Deputy Commissioner for Education Management, Florida Department of Education

Introduction of Speaker - Marion Crawford, Coordinator for Migrant Education, Broward County

Address - "Looking at Learning" Dr. John H. Rodriguez, Associate Commissioner of Education, U.S. Office of Education

Conference Objectives and Evaluation - James Scruggs, Consultant, Migrant Education, Region III

10:15 - 10:45 a.m. BREAK

SECOND GENERAL SESSION

10:45 - 12:00 a.m. (Convention Hall B&C)

Presiding - Dale Hilburn, Administrator, Migrant Education Section, Florida Department of Education

Presentation - "Communications and the Migrant Child" Joe Miller, Director, Migrant Student Record Transfer System

Introduction of Speaker - Jody Sword, Director of Federal Programs, Martin County

Address - "The Night Cometh" Edward A. Spear, State Coordinator Title I, ESEA, State of Alabama

Introduction of Guests - Dale Hilburn

12:00 - 1:30 p.m. LUNCH

1:30 - 4:30 p.m. COMPONENT WORKSHOPS

EARLY CHILDHOOD (Capitol Room)

General Session (All Early Childhood Participants)
Conference Overview & Introduction to Objectives and Assessment Instrument

Three Small Group Sessions (By Regions)
Use of the Handbook and Assessment Instrument

LEARN AND EARN (Embassy Room)

General Session (All Learn and Earn Participants)
L/E Slide Tape Presentation
L/E Philosophy
L/E Workbooks
Career Awareness

LANGUAGE ARTS (Convention Hall B)

General Session (All Language Arts Participants)
- Overview
- Questions & Answers Conducted by Three Regional Directors
- Data Bank - MSRTS

SUPPORTIVE SERVICES (Mezzanine Theater)

General Session (All Supportive Services Participants)
- Job Responsibilities
- Communication Skills

Wednesday, September 17, 1975

8:30 - 4:30 p.m. COMPONENT WORKSHOPS

EARLY CHILDHOOD GROUPS
- Music and Movement
- Bi-Cultural Awareness
- Math Experiences
- Woodworking
- Learning Centers and Classroom Management
- Health Problems
- Language Arts

LEARN AND EARN GROUPS
- A-V Use and Maintenance
- Marine Engine
- Classroom Management
- Citrus Testing

LANGUAGE ARTS GROUPS
- Prescriptive Teaching
- Interpersonal Communication
- Parental Advisory Committees
- Diagnostic Flow Chart
- ESL
- Hands On Experiences
- Secondary Tutorial Methods

SUPPORTIVE SERVICES GROUPS
- Cultural Awareness
- Interview Techniques
- MSRTS
- Team Approach to Problem Solving

6:00 - 7:30 p.m. Terminal Operators and Records Clerks Meet

Thursday, September 18, 1975

8:30 - 4:30 p.m. COMPONENT WORKSHOPS

EARLY CHILDHOOD GROUPS
- Music and Movement
- Bi-Cultural Awareness
- Math Experiences
- Discipline
- Child Abuse
- Art Activities
- The Outdoor Classroom

LEARN AND EARN GROUPS
- Classroom Management
- Citrus Testing
- A-V Use and Maintenance
- Marine Engine

LANGUAGE ARTS GROUPS
- Parent Advisory Committee
- Hands On Experience
- ESL
- Secondary Tutorial Method
- Interpersonal Communication
- Prescriptive Teaching
- Diagnostic Flow Chart

SUPPORTIVE SERVICES GROUPS
- Parent Involvement
- Group Dynamics
- Filing and Record Keeping
- Dommunity Resources

6:00 - 7:30 p.m. Terminal Operators and Records Clerks Meet

Friday, September 19, 1975

8:30 - 10:00 a.m. COMPONENT WORKSHOPS

EARLY CHILDHOOD (Capitol Room)
- Learning Disabilities or Teacher Disabilities

LEARN AND EARN (Embassy Room)
- Evaluating, Reporting - MSRTS

LANGUAGE ARTS (Mezzanine Theater)
- Special Learning

SUPPORTIVE SERVICES (Caucus Room)
- Identification

10:00 - 10:30 a.m. BREAK

THIRD GENERAL SESSION

10:30 - 12:00 (Regency South)

Presiding - Joel Murphree

Introduction of Speaker - John Comparato, Coordinator of Migrant Education Polk County

Address - "Migrant Education Today" Joseph Bertoglio, Senior Program Specialist, Migrant Programs Branch, U.S. Office of Education

Summary and Adjournment - Dale Hilburn

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM

Ralph D. Turlington, Commissioner of Education

Woodrow J. Darden, Director, Division of Public Schools

Ed Williamson, Chief, Bureau of Program Support Services

Dale Hilburn, Administrator, Migrant Education Section

APPENDIX B

Speech*

by
John H. Rodriguez
Associate Commissioner for
Compensatory Educational Programs

It is indeed a pleasure for me to be with you today. It gives me an opportunity to share some thoughts with you on an area of education that is important to me, personally, and to the Nation. I am, of course, referring to the education of migrant children, one of the priority concerns of our national education policy.

As an educator and educational sociologist, I consider education for migrant children one of the most ambitious -- and most moving -- of our national educational priorities.

It has all the problems of other educational programs -- and then some. It is widely recognized that educational programs for disadvantaged children have had some very difficult problems to overcome. Both people and institutions have been required to change. Through the use of resources provided under the Elementary and Secondary Education Act of 1965, great strides have been made toward solving many of these problems.

To understand just how far we have come -- to understand the long hard pull necessary to reach the plateau on which we stand -- we need only remind ourselves that it was just a few years ago that the migrant stream was unknown -- unknown to everyone but the migrants themselves. The early documentary efforts, especially Edward R. Murrow's "Harvest of Shame," came as unexpected and unpleasant revelations to most of the Nation.

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*Presented at the State Migrant Education Conference, Hollywood, Florida, September 16, 1975.

We knew -- and yet we didn't know -- that the camps were there. Hundreds and hundreds, even thousands of camps.

We knew -- and yet we didn't know -- that migrant workers were used in much of the Nation's fruit and vegetable production. Hundreds and hundreds, even many thousands of migrant workers.

We knew, and yet we didn't know -- that the workers included many young children. Hundreds and hundreds, even thousands of children.

We knew -- and yet we didn't know -- that the children were mal-nourished and mal-educated.

We knew that Steinbeck's "Grapes of Wrath" and "Cannery Row" and Erskine Caldwell's "Tobacco Road" and "God's Little Acre" were depression-era tales. We didn't know they also were stories of the nuclear 50's and 60's.

We knew -- or thought we knew -- that Ed Murrow's "Harvest of Shame" was the exception and not the rule. We knew -- or believed we knew -- that only a few backwater areas still reflected these images of the 30's.

After the shockwaves of Murrow's documentary subsided somewhat, we came to realize that what we knew was frequently misleading, even wrong.

We gradually came to accept and believe that there was a problem.

We slowly came to accept the fact that the problem was real, not imaginary. And we began to act.

-- We accepted the need for housing programs for migrant workers.

-- We sought to initiate at least minimal efforts to provide medical care.

-- We began to provide migrant children with special educational services.

But we soon learned that providing programs for migrants and their children was not a simple task.

The camps, we found, were widely dispersed throughout much of the continental United States. But, like the lives of their inhabitants, many of the camps were basically unknown and invisable even to the local communities in which they were located.

The camp populations and inhabitants were in constant or recurrent flux. The children were unknown to the local schools. And the local schools were unknown to the children or their parents.

Yet, it was to these unknown camps, populated by unknown and unseen children and adults, that the educational system and other human service efforts had to be directed.

The enormity of the problems--just the logistical and informational problems alone--were immense. The need for individual and institutional cooperation was even greater.

To find solutions to such problems required cooperative efforts on the part of many people, many institutions, many governmental agencies. Achieving such cooperation was and is no easy task.

Those of us who have attempted to cause two or more teachers to join in a common endeavor have some inkling of the problems. But

such problems had to be resolved if efforts to educate migrant children were to succeed.

Those of us who have attempted to persuade two or more schools to work together in a joint educational program know an additional dimension of the problems to be encountered -- and to be solved.

I won't dwell on the even more complex problems involved in inter-district or inter-State efforts. Thankfully, migrant education has generated the energy necessary to get teachers, schools, school districts, and even whole States to work together. There are any number of complex cooperative arrangements. And all of them have a common purpose: Improving the education of migrant children. Reciprocal agreements between some States provide for the acceptance of high school credits, and for the sharing of resources, facilities, curriculum practices, even personnel, and the training of personnel.

This conference certainly is evidence of common Statewide concern. It seeks to encourage the cooperative activities which are necessary to solve problems relating to the education of migrant children.

For there continue to be problems. Problems which deserve our attention, our energies, our resources.

Someone recently asked me "What is the general plan for the education of migrant children?" I could only respond in very obscure terms. The comprehensive answer to the question requires specifying and defining tasks and roles and future objectives. But before we can

adequately define these tasks, before we can mount any significant planning effort, we must assess where we are in the education of migrant children.

We in education, I believe, are usually very good in planning and initiating new and innovative programs. We are not quite as good in evaluating what we've done, but we usually can make a reasonably worthwhile ex post facto assessment.

But we are almost uniformly and universally terrible in establishing a firm baseline against which to measure progress or to "know" how far or from which direction we've come. We generally know only in the most gross and imprecise terms where we are before mounting new efforts. The Congress in its wisdom has legislatively mandated a number of evaluations of educational programs. One evaluation recently was completed on the Migrant Education Program. The report gives us some guidance on some of the continuing problems in Migrant Education. It tells us something of where we have been. And it verifies two major facts about migrant education:

--One of these facts is that migrant children still fall behind other children in learning achievement.

--The second fact is that very few migrant children graduate from high school.

Neither fact is surprising. Both facts clearly indicate the need for continuing efforts to improve migrant education.

The national evaluation can help us. It details many of the continuing problems. It identifies some of the successful activities being undertaken.

But the report cannot do our job for us. Basically, we all know what that job is. It is to provide the quality and quantity of education which will give migrant children an equal opportunity to realize their academic and human potential.

Quality education. A glib phrase, but a difficult concept even to recognize and much more so to achieve in practice. Fundamentally, however, the quality of education is determined by the nature of the personal interaction and the consequent human relationship established between a teacher and a pupil. As teachers, we know when such a relationship is "right." But we seldom know why it is "right" or "wrong."

Basically, I suspect that the wrongs and the rights are somehow related to what organizational theorist Douglas MacGregor has termed the Theory X and Theory Y of management. Briefly, the two theories differ in the basic views which they take of man. One theory holds that man is lazy, deceptive, bad in his basic nature. He must therefore be subjected to constraint and control and restraining discipline. The other theory holds that man is energetic, honest,

and good in his basic nature. He, therefore, will do his best when freed from suspicion, relieved of constraint, and granted maximum individual freedom.

Educators are managers of the learning enterprise. As managers, they tend to hold one of these two basic views toward their students. I believe the more academically productive view is that pupils are good and should be trusted.

About six years ago, a now famous study was done by Rosenthal and Jacobsen in, I believe, the South of San Francisco. The findings, it appears, are fully as applicable to an agricultural as to an urban setting. The thesis of Pygmalion in the Classroom was that teacher expectations affect student achievement. Many of you are familiar with the results of that study. If the teacher's expectations are negative, student achievement will be negatively affected--and vice versa. Subsequent studies have in various ways supported the Pygmalion thesis: Students tend to be what teachers expect them to be.

How does this happen? A commonly used classroom strategy may be explanatory. The purpose of the strategy is to make pupils "pay attention" to classroom proceedings. But it frequently has the opposite effect.

Briefly, the strategy involves asking an inattentive pupil a question. The teacher correctly anticipates the the pupil will be unable to answer. The teacher then directs the question to another member of the class to get the appropriate response. The first pupil

is supposed to have learned a lesson. And frequently has--but not the one anticipated.

The dynamic of the strategy is negatively productive, as follows: First, everyone in the class is made aware that the inattentive pupil could not respond correctly. Thus, the inattentive pupil loses social status within the group. If this happens often enough, the resulting low status becomes a permanent attribute.

Secondly, the pupil, negatively affected, feels that the teacher will not support him in front of his peers. This conclusion leads to another: Why support the teacher by compliance with directives? Defiance is substituted for compliance; inattention becomes a way of life--a way to regain social status by demonstrating that the pupil does not need the teacher's approval and support.

Finally, the teacher develops negative expectations for the pupil--and Pygmalion is reconfirmed.

Such a teaching strategy leads inevitably and inexorably to a denial of educational opportunity.

But, it may be asked, how can teaching be successful if pupils do not pay attention?

It is a legitimate question--and the answer is obvious. Pupil attention is necessary to effective learning. But inattention can be corrected productively--if the teacher can resist the temptation to punish and humiliate the offending pupil.

There is considerable evidence to support the view that an incident of pupil inattention can be transformed into a positive learning situation.

First, the teacher asked the child the same question as in the previous scenario. But, instead of turning to an attentive pupil for the answer, the teacher supplies the inattentive pupil with cues and additional information, gradually eliciting the correct response, even if it's necessary to supply the answer and obtaining a parrotted reply.

Secondly, the inattentive pupil and the others in the class quickly conclude that the teacher will provide help when help is needed.

Finally, a positive and appropriate expectation is communicated to the class: Give me your attention and I will help you learn.

I think we would agree that mutual trust, a high degree of faith in ourselves, and the security which we derive from personal acceptance by others all help create a favorable, pro-learning environment.

The issue of educational quality is, in my opinion, the matter most difficult to achieve.

A second dimension to quality education is programmatic, the curriculum and instructional strategies employed. In your workshops this week, I am sure you will find many useful ideas in this regard. The Federal Government is engaged in two activities that I believe will ultimately contribute somewhat to the quality of education. The first that I would like to mention is the National Follow Through Program. While Follow Through does not involve migrant children, the

expectation from Follow Through that I believe is applicable to migrant education lies in the instructional components of the successful models. For those of you not familiar with Follow Through, let me briefly outline the program.

-- It operates from kindergarten through the third grade.

-- A national longitudinal study is being made of the program.

-- The study is designed to determine the effects of 11 different models at more than 80 different sites.

-- Each of the 11 models is a complex of services--instructional, nutritional, health and general welfare, parent participation and education.

-- The national study is now nearing completion and will be concluded next year.

Early results indicate that some models result in much more academic success than is achieved by comparison groups receiving the regular school program. But until the research is complete we must withhold judgment on the success of any one model.

A second Federal effort that I would like to mention is concerned with "Program Information Packages." Briefly, the effort is:

- Identifies successful compensatory education programs;
- Packages, in detail, all significant features of the program, including a management plan; and
- Tests the packages to determine if the program can be replicated in another site.

The Office of Education has contracted for six such packages to be developed. The initial testing in the field took place this past school year. The applicability of some of these packages to migrant education is very promising. For example, some of the programs require short time periods of 10 weeks or less. The crux of this effort is whether or not such program packages can be replicated as self-contained units. That is, without experts or resource people at the site where the program is to be implemented, or to determine to what extent such resource people are needed.

If we are truly committed to the concept of education for migrant children and providing them with a high quality of education, we need to know where we are, where we want to go--that is, what is the task for the future, and how can we best accomplish this task?

There are no easy answers to these questions. But through the collective cooperation that has characterized migrant education in the past I feel confident that good answers ultimately will be found.

Our primary tasks, as I see it, are twofold:

--We must establish positive interaction between pupil and teacher and

--We must provide an instructional environment and program which are the best which present knowledge and available resources will permit.

Beyond these tasks, we must seek one other component: an adequate quantity of educational services.

The concept of quantity is not nearly so elusive as that of quality.

Our concern for quantity in education is inherent in much that we do.

--Almost every school in the Nation has some rules about being tardy or absent. The rules usually have multiple purposes, but one purpose obviously is to express the school's concern about adequate time for teacher-pupil interaction.

--Assignment of "homework" is almost a universal instructional strategy. Basically, it is based on the precept that "practice makes perfect." The precept may not be fully valid, but homework nonetheless is an attempt by the school to expand the quantity of education to which the pupil is exposed.

--Most States have mandated a minimum number of days of public school operation each year--usually about 180 days. This is another indication that the quantity of schooling is believed to be related to the amount of learning which occurs.

Traditionally, the concept of quantity in education has been measured by rates of per-pupil expenditures, by teacher-pupil ratios, by library books per pupil, and by similar indicators.

The 1966 report on Equality of Educational Opportunity questioned the validity of these traditional measures of educational quantity as indicators of educational quality. Since then, some educational critics have gone on to challenge the whole concept of schooling.

Christopher Jencks and others have concluded that there is little if any relationship between the quantity or quality of schooling and the economic life chances of individuals.

I believe such analyses are unnecessarily pessimistic. I believe they also are seriously biased in what they assume to be the purposes of education.

I also believe that far too many educators have been put on the defensive by these distorted views of the educational enterprise. These pessimistic observers remind me of the story about the one-eyed Lord Nelson of British Naval fame. Legend has it that Admiral Nelson placed the telescope to his blind eye whenever his attention was directed to things he preferred not to see.

One of the things to which I would direct attention are studies which show a positive correlation between pupil achievement and such factors as length of school day, length of school year, and school attendance rates.

I also would direct attention to the Engelmann-Becker instructional model being tested in the national Follow Through Program. Briefly, the Engelmann-Becker curriculum emphasizes the teaching of basic skills in arithmetic, language arts, and reading.

The program is closely supervised and monitored. Great pressure is placed on the staff to insure that every child receives 180 days of instruction each school year.

If a child misses a day of school or if instruction is interrupted for any reason, the staff is asked to "double up" the teaching on the following day.

Teachers are required to report student progress every two weeks to insure that 10 lessons are taught in each two-week period. Tentative analyses indicates that the program is successful in improving participant achievement scores above those of nonparticipant "controls."

Although no firm conclusions are possible as yet, the tentative conclusions tend to support the intuitive perception that quantity of educational services is somehow related to pupil achievement.

The point of all this is that the quantity of education <u>does</u> make a difference.

In educational achievement, there are three major causal variables--the nature of pupil-teacher interaction, the type of environment surrounding that interaction, and the time spent in such interaction. The first two--pupil-teacher interaction and the supporting environment--are basically qualitative in nature. The temporal dimension is primarily quantitative.

If we can successfully integrate and merge these qualitative and quantitative factors, our educational efforts will be successful.

I am often asked what works in Compensatory Education. As I observe the various successes, three components seem to be operant: (1) increase in the time devoted, that is quantity increased; (2) a positive set of expectations for the child to achieve are present; and (3) someone to monitor that what is supposed to happen - happens.

Earlier I alluded to the cooperation that was necessary for the successful implementation of migrant education. This cooperation is taking place at the local, State, and national levels. The coordination of these efforts, the efforts that you folks demonstrate, the efforts that the State Directors demonstrate, and the efforts of the Migrant Staff in Washington all must be coordinated in order to provide a quality educational experience for migrant youngsters. The concern to coordinate our efforts in meeting the basic needs of migrant children as well as to enrich their educational experiences is a concern of many and a task for which all of us are responsible. The teacher in Mississippi, the teacher in Florida, the teacher in Texas, the teacher in Wisconsin, and the teacher in Iowa who teach migrant youngsters are not discrete elements in an educational system but rather they are, we hope, an integral part of that system working together on our common tasks.

None of us have all the answers as to how we can accomplish all our tasks. But through the continued sharing information...through the continued cooperative efforts of all concerned...through our continued willingness to innovate and thus to learn, we most certainly can and will make significant progress.

If I can help advance that cause, I will feel deeply rewarded.

Thank you.

APPENDIX C

PROPOSED EVALUATION DESIGN

The purpose of this assessment (evaluation) is to establish information on at least two basic goals:

- The perceived outcome of the conference
- The expected need of follow-up assistance during the coming fiscal year

In doing this, the evaluation's express intent is to place great emphasis on the conference's positive merits as well as its faults. A well constructed analysis should add a constructive balance to future inservice commitments.

Three sets of evaluative feedback will be used in the evaluation design:

1. First, a pre-conference set of responses compiled by the conference planners (see Attachment 1). This set is to ascertain the relative importance of each training session as determined by the decision-making staff. Because the conference's goals and speakers were decided by this group, it is most critical to determine this perspective for comparison with participant feedback on these same elements. This assumes, of course, a variance in the importance of the conference's individual components.

2. The second instrument is specifically designed for responses by participants on the individual components they may attend (see Attachment 2). No signature will be requested in order to avoid answers based on personal identity.

3. The third set of information is on follow-up support during the year (see Attachment 3).

The results will be averaged to find the mean assessment for each session. The average weights will be correlated with the set of participant responses to the delivery and content of and reaction to each session. The largest measure of the conference's effectiveness is the degree to which the conference's integral components convey the benefit for which they were intended. The participants as immediate practitioners must be the primary indicators of that degree of conveyance; ultimately, however, the benefit can only be determined after the conference training has been implemented. It must be emphasized that follow-up is the key to the success of all training of this kind.

The attached instruments are submitted for comment and additions by the planners. This will facilitate the inclusion of all important items and provide a well-rounded assessment process.

ATTACHMENT 1

INSTITUTE EVALUATION

PLANNER SHEET

Session Title _____ Date _____

Using a scale from 1 - 5 (1 equal to the highest, 5 equal to the lowest), please assign a weight to each Institute session in terms of its relative importance to the State program. For example, if Language Arts is a topic area which addresses a particularly severe relative participant need, then it might merit a 1. More than one topic may have the same number. Please do not sign the evaluation.

Program

1) Language Arts, 2) Learn & Earn, 3) Early Childhood, 4) Supportive Services

☐ ☐ ☐ ☐

Staff Position

1. Teacher _____
2. Aide _____
3. Head Teacher _____
4. County Staff _____
5. Administrator _____
6. Clerical _____
7. Support _____
8. T. O. _____
9. Regional Staff _____
10. Other _____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion:

1 - Extremely Important 2 - Above Average Importance 3 - Merely Interesting

4 - Not So Important 5 - Unimportant

1. Learn & Earn	1	2	3	4	5
A. Marine Engine	1	2	3	4	5
B. A.V. Use and Maintenance	1	2	3	4	5
C. Classroom Management	1	2	3	4	5
D. Citrus Testing	1	2	3	4	5

ATTACHMENT 1 - Continued

		1	2	3	4	5
2.	**Language Arts**	1	2	3	4	5
	A. Interpersonal Relationships and Communication	1	2	3	4	5
	B. Tutorial Techniques	1	2	3	4	5
	C. Prescriptive Program Writing Using Appropriate Materials	1	2	3	4	5
	D. Cultural and Value Differences As It Affects Classroom Practices	1	2	3	4	5
	E. How FMCCP Supplements the Regular School Program	1	2	3	4	5
3.	**Early Childhood**	1	2	3	4	5
	A. Address (Early Childhood - Its Place in Education)	1	2	3	4	5
	B. Conference With Administrators	1	2	3	4	5
	C. Creative Dramatics and Puppetry	1	2	3	4	5
	D. Music and Movements	1	2	3	4	5
	E. Multi-Cultural Approach to Working With Young Children	1	2	3	4	5
	F. Cooking With Young Children	1	2	3	4	5
	G. Woodworking	1	2	3	4	5
	H. Learning Centers and Classroom Management	1	2	3	4	5
	I. Health Problems	1	2	3	4	5
	J. Discipline	1	2	3	4	5
	K. Child Rights and Teacher Responsibilities	1	2	3	4	5
	L. Child Abuse	1	2	3	4	5
	M. Art Activities	1	2	3	4	5
	N. Holiday Art	1	2	3	4	5
	O. Extending the Classroom Out-of-Doors	1	2	3	4	5
	P. Teacher-Made Materials Display	1	2	3	4	5
	Q. Media Preview	1	2	3	4	5

4. Supportive Services	1	2	3	4	5
A. Job Responsibilities	1	2	3	4	5
B. Communication Skills	1	2	3	4	5
C. Cultural Awareness	1	2	3	4	5
D. Interview Techniques	1	2	3	4	5
E. Team Approach to Problem Solving	1	2	3	4	5
F. MSRTS Overview	1	2	3	4	5
G. Parent Involvement	1	2	3	4	5
H. Group Dynamics	1	2	3	4	5
I. Health Problems	1	2	3	4	5
J. Filing and Recordkeeping Systems	1	2	3	4	5
K. Community Resources	1	2	3	4	5
L. Identification of Children	1	2	3	4	5

5. Suggestions and Comments:

ATTACHMENT 2

EVALUATION SHEET

FMCCP FALL CONFERENCE

SEPTEMBER 1975

GROUP SESSIONS

Session Title _____ Date _____

Program

1) Language Arts, 2) Learn & Earn, 3) Early Childhood, 4) Supportive Services

☐ ☐ ☐ ☐

Staff Position

1. Teacher _____
2. Aide _____
3. Head Teacher _____
4. County Staff _____
5. Administrator _____
6. Clerical _____
7. Support _____
8. T. O. _____
9. Regional Staff _____
10. Other _____

Instructions

Please respond to the following items by circling the number which most clearly reflects your opinion:

1 - outstanding 2 - above average 3 - adequate
4 - inadequate 5 - poor

1. STATEMENT OF OBJECTIVES OF SESSION. (How clear were the objectives made at the start of the session?) 1 2 3 4 5

2. PRESENTATION. 1 2 3 4 5

3. PROCEDURES. (Did the participants have the opportunity for interaction?) 1 2 3 4 5

4. CONTENT. (Did the session give the participants a useable process for implementation with children?) 1 2 3 4 5

5. ACCOMPLISHMENT OF STATED SESSION OBJECTIVES. (How well did you meet the stated objectives?) 1 2 3 4 5

6. SUGGESTIONS AND COMMENTS:

ATTACHMENT 3 - Part A

E V A L U A T I O N

FMCCP FALL CONFERENCE
September 1975

OVERALL CONFERENCE

Now that you have completed this conference, we would appreciate your reaction to the overall exposure. Listed are the group sessions from your program agenda. Rate only the session you personally attended. All respondents should answer questions number one (1) and (2). Use a scale of 1-5 (1 equal to the highest and 5 equal to the lowest). More than one topic can receive the same number.

We are very interested in your responses to follow-up topics. Please make your response in the Suggestions and Comments section of the evaluation as well as the follow-up check box by each session. Please do not sign this form.

Program

1) Language Arts, 2) Learn & Earn, 3) Early Childhood, 4) Supportive Services

☐ ☐ ☐ ☐

Staff Position (Check One)

1. Teacher _____
2. Aide _____
3. Head Teacher _____
4. County Staff _____
5. Administrator _____
6. Clerical _____
7. Support _____
8. T. O. _____
9. Regional Staff _____
10. Other _____

1 - outstanding 2 - above average 3 - adequate
4 - inadequate 5 - poor

1) OVERALL RATING OF CONFERENCE
(How would you rate your total gain in useful knowledge now that the conference is over?) 1 2 3 4 5

A. Objectives 1 2 3 4 5

B. Organization 1 2 3 4 5

C. Presentations by Consultants 1 2 3 4 5

D. Activities 1 2 3 4 5

2) SUPPORTIVE SERVICES

(Now that you have completed the session in Supportive Services, please rate the overall component on objectives, organization, presentation, timing, appropriateness, and evidence of planning.) 1 2 3 4 5

A. After attending all the sessions of your interest, please rate the sessions you attended in relation to each other. For example, if "Cultural Awareness" was overall more useful to your needs, it might merit a 1. If "Health Project" was merely interesting and not very useful, it might merit a 3 or 4. More than one topic can receive the same number.

		Follow-up	
1.	Job Responsibilities	☐	1 2 3 4 5
2.	Communication Skills	☐	1 2 3 4 5
3.	MSRTS (For Terminal Operators)	☐	1 2 3 4 5
4.	Cultural Awareness	☐	1 2 3 4 5
5.	Interview Techniques	☐	1 2 3 4 5
6.	Health Project (For Community Health Workers)	☐	1 2 3 4 5
7.	Monthly, Quarterly and Proficiency Reports From MSRTS	☐	1 2 3 4 5
8.	MSRTS (For Social Educators)	☐	1 2 3 4 5
9.	System Enhancements	☐	1 2 3 4 5
10.	Data Collection System	☐	1 2 3 4 5
11.	Parent Involvement	☐	1 2 3 4 5
12.	Record Keeping	☐	1 2 3 4 5
13.	Health Project (For Social Educators)	☐	1 2 3 4 5
14.	Filing and Record Keeping	☐	1 2 3 4 5
15.	Community Resources (Panel)	☐	1 2 3 4 5
16.	Transfer Record Implementation for Non-Program Personnel	☐	1 2 3 4 5

3. SUGGESTIONS AND COMMENTS FOR NEXT YEAR'S CONFERENCE (LIST TOPICS):

4. LIST TOPICS YOU FEEL WOULD BE USEFUL FOR INSERVICE TRAINING FOR THIS YEAR:

ATTACHMENT 3 - Part B

E V A L U A T I O N

FMCCP FALL CONFERENCE
September 1975

OVERALL CONFERENCE

Now that you have completed this conference, we would appreciate your reaction to the overall exposure. Listed are the group sessions from your program agenda. Rate only the session you personally attended. All respondents should answer questions number one (1) and (2). Use a scale of 1-5 (1 equal to the highest and 5 equal to the lowest). More than one topic can receive the same number.

We are very interested in your responses to follow-up topics. Please make your response in the Suggestions and Comments section of the evaluation as well as the follow-up check box by each session. Please do not sign this form.

Program

1) Language Arts, 2) Learn & Earn, 3) Early Childhood, 4) Supportive Services

☐ ☐ ☐ ☐

Staff Position (Check One)

1. Teacher _____
2. Aide _____
3. Head Teacher _____
4. County Staff _____
5. Administrator _____
6. Clerical _____
7. Support _____
8. T. O. _____
9. Regional Staff _____
10. Other _____

1 - outstanding 2 - above average 3 - adequate
4 - inadequate 5 - poor

1) OVERALL RATING OF CONFERENCE
(How would you rate your total gain in useful knowledge now that the conference is over?) 1 2 3 4 5

A. Objectives 1 2 3 4 5

B. Organization 1 2 3 4 5

C. Presentations by Consultants 1 2 3 4 5

D. Activities 1 2 3 4 5

2) LANGUAGE ARTS

(Since completing the sessions in Language Arts, would you rate the overall component in objectives, organization, presentation, timing, appropriateness, and evidence of careful planning.) 1 2 3 4 5

A. After attending all the sessions of your interest, please rate the sessions you attended in relation to each other. For example, if "Secondary Tutorial Methods" was overall more useful to your children, it might merit a 1. If "Parent Advisory" was merely interesting and not very useful, it might merit a 3 or 4. More than one topic can receive the same number.

	Follow-up	
1. MSRTS	☐	1 2 3 4 5
2. Interpersonal Communication	☐	1 2 3 4 5
3. Diagnostic Flow Chart	☐	1 2 3 4 5
4. Hands-On Experience	☐	1 2 3 4 5
5. Secondary Tutorial Methods	☐	1 2 3 4 5
6. ESL	☐	1 2 3 4 5
7. Prescriptions and Diagnosis	☐	1 2 3 4 5
8. Parent Advisory Committees	☐	1 2 3 4 5

3. SUGGESTIONS AND COMMENTS FOR NEXT YEAR'S CONFERENCE (LIST TOPICS):

4. LIST TOPICS YOU FEEL WOULD BE USEFUL FOR INSERVICE TRAINING FOR THIS YEAR:

ATTACHMENT 3 - Part C

EVALUATION

FMCCP FALL CONFERENCE
September 1975

OVERALL CONFERENCE

Now that you have completed this conference, we would appreciate your reaction to the overall exposure. Listed are the group sessions from your program agenda. Rate only the session you personally attended. All respondents should answer questions number one (1) and (2). Use a scale of 1-5 (1 equal to the highest and 5 equal to the lowest). More than one topic can receive the same number.

We are very interested in your responses to follow-up topics. Please make your response in the Suggestions and Comments section of the evaluation as well as the follow-up check box by each session. Please do not sign this form.

Program

1) Language Arts, 2) Learn & Earn, 3) Early Childhood, 4) Supportive Services

☐ ☐ ☐ ☐

Staff Position (Check One)

1. Teacher _____
2. Aide _____
3. Head Teacher _____
4. County Staff _____
5. Administrator _____
6. Clerical _____
7. Support _____
8. T. O. _____
9. Regional Staff _____
10. Other _____

1 - outstanding 2 - above average 3 - adequate
4 - inadequate 5 - poor

1) OVERALL RATING OF CONFERENCE
(How would you rate your total gain in useful knowledge now that the conference is over?) 1 2 3 4 5

A. Objectives 1 2 3 4 5

B. Organization 1 2 3 4 5

C. Presentations by Consultants 1 2 3 4 5

D. Activities 1 2 3 4 5

2) LEARN & EARN

(Since completing the sessions in L & E, how would you rate the overall component in objectives, organization, presentation, timing, appropriateness, and evidence of careful planning?) 1 2 3 4 5

A. After attending all the sessions of your interest, please rate the L & E sessions you attended in relation to each other. For example, if "Marine Engine" repair was overall more useful to your children, it might merit a 1. If "Citrus Testing" was only merely interesting and not very useful to your children, it might merit a 3 or 4. More than one topic can receive the same number.

	Follow-up	
1. Marine Engine	☐	1 2 3 4 5
2. A. V. Use and Maintenance	☐	1 2 3 4 5
3. Classroom Management	☐	1 2 3 4 5
4. Citrus Testing	☐	1 2 3 4 5
5. General Session (First)	☐	1 2 3 4 5
6. General Session (Final)	☐	1 2 3 4 5

3. **SUGGESTIONS AND COMMENTS FOR NEXT YEAR'S CONFERENCE (LIST TOPICS):**

4. **LIST TOPICS YOU FEEL WOULD BE USEFUL FOR INSERVICE TRAINING FOR THIS YEAR:**

ATTACHMENT 3 - Part D

E V A L U A T I O N

FMCCP FALL CONFERENCE
September 1975

OVERALL CONFERENCE

Now that you have completed this conference, we would appreciate your reaction to the overall exposure. Listed are the group sessions from your program agenda. Rate only the session you personally attended. All respondents should answer questions number one (1) and (2). Use a scale of 1-5 (1 equal to the highest and 5 equal to the lowest). More than one topic can receive the same number.

We are very interested in your responses to follow-up topics. Please make your response in the Suggestions and Comments section of the evaluation as well as the follow-up check box by each session. Please do not sign this form.

Program

1) Language Arts, 2) Learn & Earn, 3) Early Childhood, 4) Supportive Services

☐ ☐ ☐ ☐

Staff Position (Check One)

1. Teacher _____
2. Aide _____
3. Head Teacher _____
4. County Staff _____
5. Administrator _____
6. Clerical _____
7. Support _____
8. T. O. _____
9. Regional Staff _____
10. Other _____

1 - outstanding 2 - above average 3 - adequate
4 - inadequate 5 - poor

1) OVERALL RATING OF CONFERENCE
(How would you rate your total gain in useful knowledge now that the conference is over?) 1 2 3 4 5

A. Objectives 1 2 3 4 5

B. Organization 1 2 3 4 5

C. Presentations by Consultants 1 2 3 4 5

D. Activities 1 2 3 4 5

2) EARLY CHILDHOOD

(Since completing the sessions in Early Childhood, would you rate the overall component on objectives, organization, presentation, timing, appropriateness, and evidence of planning.) 1 2 3 4 5

A. After attending all the sessions of your interest, please rate the sessions you attended in relation to each other. For example, if "Holiday Art" was overall more useful to your needs, it might merit a 1. If "Film Preview" was merely interesting and not very useful, it might merit a 3 or 4. More than one topic can receive the same number.

	Follow-up	
1. Address (Early Childhood Objectives and Assessment Instruments)	☐	1 2 3 4 5
2. Rap Session with Focus on Discipline	☐	1 2 3 4 5
3. Music and Movements	☐	1 2 3 4 5
4. Bi-Cultural Awareness	☐	1 2 3 4 5
5. Woodworking	☐	1 2 3 4 5
6. Health Problems	☐	1 2 3 4 5
7. Language Arts	☐	1 2 3 4 5
8. Child Abuse	☐	1 2 3 4 5
9. Art Activities	☐	1 2 3 4 5
10. Holiday Art	☐	1 2 3 4 5
11. Extending the Classroom Out-of-Doors	☐	1 2 3 4 5
12. Teacher-Made Materials Display	☐	1 2 3 4 5
13. Film Preview	☐	1 2 3 4 5
14. Math for the Preschool Child	☐	1 2 3 4 5
15. Learning Disability or Teacher Disability	☐	1 2 3 4 5

3. SUGGESTIONS AND COMMENTS FOR NEXT YEAR'S CONFERENCE (LIST TOPICS):

4. LIST TOPICS YOU FEEL WOULD BE USEFUL FOR INSERVICE TRAINING FOR THIS YEAR:

APPENDIX D

TABLE 1

ESTIMATE OF SESSION ATTENDANCE
BASED ON NUMBER OF EVALUATION FORMS RETURNED

Early Childhood

Session		Attendance
1.	Early Childhood General Session	90
2.	Music and Movement (2 sections)	47
3.	Bi-cultural Awareness (2 sections)	77
4.	Mathematics Experiences (2 sections)	62
5.	Teacher Made Materials	39
6.	Learning Disabilities or Teacher Disability	72
7.	Health Problems	12
8.	Child Abuse	24
9.	The Outdoor Classroom	43
10.	Woodworking	43
11.	Discipline	28
12.	Holiday Art	57
13.	Language Arts - Early Childhood	37

Language Arts

Session		Attendance
14.	Language Arts General Session	51
15.	Data Bank MSRTS	90
16.	Prescriptive Teaching (2 sections)	88
17.	Interpersonal Communication (4 sections)	77
18.	Diagnostic Flow Chart	27
19.	Parent Advisory Committee	71
20.	Hands-On Experience (2 sections)	61
21.	Secondary Tutorial Methods	48
22.	ESL (3 sections)	66
23.	Learning Disabilities	71
24.	Diagnostic Flow Chart	43

TABLE 1 - Continued

Learn and Earn

Session	Attendance
25. A-V Use (2 sections)	32
26. Marine Engine (2 sections)	31
27. Classroom Management (2 sections)	33
28. Citrus Testing (2 sections)	35

Supportive Services

Session	Attendance
29. Job Responsibilities	51
30. Communication Skills	80
31. MSRTS	33
32. Monthly, Quarterly and Proficiency Reports from Little Rock	32
33. Cultural Awareness	18
34. Interview Techniques	27
35. Community Resources	28
36. Health Project	19
37. Parental Involvement (2 sections)	43
38. General Session	19
	1,805

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EARLY CHILDHOOD
TABLE 2
EARLY CHILDHOOD GENERAL SESSION 9/16/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.6	50.0	33.0	16.0	0.0	0.0	1.1
2. Presentation	1.7	45.7	30.9	14.9	4.3	1.1	3.2
3. Procedures	2.0	25.5	31.9	31.9	3.2	1.1	6.4
4. Content	1.8	37.2	38.3	19.2	1.1	1.1	3.2
5. Accomplishment of Stated Session Objectives	1.7	40.4	40.4	16.0	0.0	1.1	2.1

N = 90

TABLE 3
MUSIC AND MOVEMENT 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.2	82.6	17.4	0.0	0.0	0.0	0.0
2. Presentation	1.1	87.0	13.0	0.0	0.0	0.0	0.0
3. Procedures	1.1	87.0	13.0	0.0	0.0	0.0	0.0
4. Content	1.1	91.3	8.7	0.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.1	91.3	8.7	0.0	0.0	0.0	0.0

N = 23

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TABLE 4
MUSIC AND MOVEMENT 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.6	58.3	25.0	16.7	0.0	0.0	0.0
2. Presentation	1.2	83.3	13.0	4.2	0.0	0.0	0.0
3. Procedures	1.3	79.2	16.7	4.2	0.0	0.0	0.0
4. Content	1.3	75.0	20.8	4.2	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.4	66.7	29.2	4.2	0.0	0.0	0.0

N = 24

TABLE 5
BI-CULTURAL AWARENESS 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.3	52.4	23.8	9.5	0.0	0.0	14.3
2. Presentation	1.0	76.2	14.3	0.0	0.0	0.0	9.5
3. Procedures	1.1	71.4	19.1	0.0	0.0	0.0	9.5
4. Content	1.1	71.4	19.1	0.0	0.0	0.0	9.5
5. Accomplishment of Stated Session Objectives	1.0	71.4	14.3	0.0	0.0	0.0	14.3

N = 21

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TABLE 6
BI-CULTURAL AWARENESS 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.3	75.0	16.7	8.3	0.0	0.0	0.0
2. Presentation	1.3	75.0	25.0	0.0	0.0	0.0	0.0
3. Procedures	1.3	75.0	25.0	0.0	0.0	0.0	0.0
4. Content	1.1	91.7	8.3	0.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.3	66.7	33.3	0.0	0.0	0.0	0.0

N = 30

TABLE 7
MATHEMATICS EXPERIENCES 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.5	57.9	36.8	2.6	0.0	2.6	0.0
2. Presentation	1.4	73.7	18.4	5.3	0.0	2.6	0.0
3. Procedures	1.3	76.3	18.4	2.6	2.6	0.0	0.0
4. Content	1.2	86.8	7.9	2.6	2.6	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.3	79.0	15.8	2.6	2.6	0.0	0.0

N = 38

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TABLE 8
MATHEMATICS EXPERIENCES 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.2	85.3	12.5	4.2	0.0	0.0	0.0
2. Presentation	1.2	83.3	12.5	4.2	0.0	0.0	0.0
3. Procedures	1.1	87.5	12.5	0.0	0.0	0.0	0.0
4. Content	1.1	91.7	8.3	0.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.1	91.7	8.3	0.0	0.0	0.0	0.0

N = 24

TABLE 9
TEACHER MADE MATERIALS 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.7	51.3	25.6	18.0	0.0	2.6	2.6
2. Presentation	1.8	43.6	25.6	20.5	5.1	0.0	5.1
3. Procedures	1.8	41.0	25.6	25.6	2.6	0.0	5.1
4. Content	1.6	56.4	33.3	7.7	0.0	2.6	0.0
5. Accomplishment of Stated Session Objectives	1.7	38.5	33.3	18.0	2.6	0.0	7.7

N = 39

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TABLE 10
LARGE GROUP SESSION "LEARNING DISABILITIES" OR "TEACHER DISABILITY" 9/19/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.4	69.4	19.4	9.7	0.0	1.4	0.0
2. Presentation	1.4	66.7	25.0	8.3	0.0	0.0	0.0
3. Procedures	1.6	58.3	25.0	12.5	2.8	1.4	0.0
4. Content	1.4	65.3	25.0	9.7	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.5	61.1	22.2	15.3	0.0	0.0	1.4

N = 72

TABLE 11
CHILD ABUSE 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.4	66.7	29.2	4.2	0.0	0.0	0.0
2. Presentation	1.3	70.8	29.2	0.0	0.0	0.0	0.0
3. Procedures	1.3	70.8	29.2	0.0	0.0	0.0	0.0
4. Content	1.5	58.3	29.2	12.5	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.4	62.5	37.5	0.0	0.0	0.0	0.0

N = 24

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TABLE 12
HEALTH PROBLEMS 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.3	75.0	16.7	8.3	0.0	0.0	0.0
2. Presentation	1.3	75.0	25.0	0.0	0.0	0.0	0.0
3. Procedures	1.3	75.0	25.0	0.0	0.0	0.0	0.0
4. Content	1.1	91.7	8.3	0.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.3	66.7	33.3	0.0	0.0	0.0	0.0

N = 12

TABLE 13
THE OUTDOOR CLASSROOM 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.5	58.1	20.9	14.0	2.3	0.0	4.7
2. Presentation	1.7	53.5	23.3	9.3	11.6	0.0	2.3
3. Procedures	1.6	55.8	27.9	11.6	2.3	0.0	2.3
4. Content	1.8	53.5	25.6	9.3	11.6	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.8	51.2	32.6	7.0	7.0	2.3	0.0

N = 43

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TABLE 14
WOODWORKING 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.6	48.8	31.7	17.1	0.0	0.0	2.4
2. Presentation	1.8	41.5	41.5	14.6	2.4	0.0	0.0
3. Procedures	1.6	51.2	36.6	12.2	0.0	0.0	0.0
4. Content	1.5	68.3	14.6	17.1	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.6	56.1	24.4	17.1	0.0	0.0	2.4

N = 43

TABLE 15
DISCIPLINE 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.6	60.7	21.4	17.9	0.0	0.0	0.0
2. Presentation	1.6	53.6	32.1	14.3	0.0	0.0	0.0
3. Procedures	1.3	78.6	14.3	7.1	0.0	0.0	0.0
4. Content	1.5	64.3	25.0	10.7	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.6	53.6	28.6	17.9	0.0	0.0	0.0

N = 28

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TABLE 16
HOLIDAY ART 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.6	49.2	37.3	6.8	3.4	0.0	3.4
2. Presentation	1.9	35.6	37.3	25.4	1.7	0.0	0.0
3. Procedures	2.1	23.7	40.7	18.6	11.9	0.0	5.1
4. Content	1.8	45.8	35.6	15.3	3.4	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.7	39.0	37.3	17.0	1.7	0.0	5.1

N = 57

TABLE 17
LANGUAGE ARTS - EARLY CHILDHOOD 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.4	73.0	18.9	8.1	0.0	0.0	0.0
2. Presentation	1.7	46.0	43.2	5.4	5.4	0.0	0.0
3. Procedures	1.7	51.4	32.4	10.8	5.4	0.0	0.0
4. Content	1.6	59.5	27.0	5.4	8.1	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.6	51.4	37.8	8.1	2.7	0.0	0.0

N = 37

Of the 631 evaluations of the Early Childhood sessions, 158 suggestions and/or comments were made. They are categorized as Praise, Criticism and Other.

	Praise	Criticism	Other Comments
MATH EXPERIENCES	We need more such workshops. This is extremely practical and helpful. Excellent! Beautiful! An excellent workshop, please have her again. This indeed was a very good session. There were so many ideas that we could take back to our classroom. Really great--satisfies teacher need. Best of all. Best session I've been to. Very well presented--informative and well organized. Most valuable workshop I have attended. Excellent. We would like to have Mrs. Selma Kahn come to Hills. Co. and do a workshop for teachers and aides. We would like for Miss Selma Kahn to come to Hillsborough County to do the same workshop. I felt she had some very practical and useful ideas with realistic everyday activities. It was a very useful session. Great Excellent practical ideas Consultants be used for additional workshops in Broward County. Great! Tremendous, clear and precise presentation. Makes math teaching fun for both teacher and student. Well planned and organized. Wish that you could do a workshop in Hillsborough County, Miss Kahn. Marvelous--this is the most helpful workshop I've attended. This is the first time that we have had a math consultant at our conference who was completely early childhood oriented. Her ideas were terrific, practical and inexpensive to put into practice. Three cheers for Selma Kahn! Very good, educational, direct to the point. I wish all sessions were as valuable. Materials were outstanding. Ideas were superior. Clarity was excellent. Enjoyed everything.		a) Would appreciate more suggestions on how to fit these in our daily schedules. b) Our aides could use and would appreciate this same workshop. c) A better outline of simple-to-difficult things--in fact including that on the ditto would help develop our curriculum development when we return to work locations. Good workshop.
EARLY CHILDHOOD OBJECTIVES	This was a very good session. Aim, goal, and purpose was clearly explained. I understood the entire session. Excellent presentation. Encouraging to find out what's been done and what we have to look forward to this year. Very good! Enjoyed it very much. The new objectives book and assessment excites me greatly, particularly because it's finally becoming apparent that something is being done about our inadequacies.	We should have had an opportunity to see Kits first. Overhead pictures difficult to read. Skip all the verbal prelude waste, and concentrate on what is practical for the classroom. Get the head teachers back into the classroom so they can appreciate the real situation. All the illustrations were white--non-integrated. Perhaps this material could have been sufficiently covered by the small group sessions. May I ask why we did not receive evaluation papers for the speakers of the first two sessions? Are these speakers not to be evaluated? So far there is very little to evaluate. Too much history.	What are the plans for the next year? Is it possib to ask the teachers what they would like to see done now that we have accomplished a guide and assessment guides. Much need for follow-up. I hope that the concern for the equal opportunity on education of the Migrant Children continue until they achieve the goals of the American Education.
MUSIC AND MOVEMENT	Very good! Nice participation. Enjoyable. Very useful ideas and inspirational. Very good. Had a ball! (So I know my children would, too.) A very nice and wide	Wish it hadn't been so hot. Need a cooler area for comfortable action but it was fun. Why didn't we have this yesterday? Yesterday's sessions were an exercise in patience.	

	Praise	Criticism	Other
MUSIC AND MOVEMENT (continued)	This music and movement should be repeated. Music enters every component of a child's life and these girls sure did prove that. Very well done--presenters very personable and enthusiastic. Did an excellent job. This should definitely be repeated. This was great. The best meeting I have been to! Good fun. This session was beautiful, very well planned. There were so many creative suggestions made by group leaders that could be implemented by the classroom teacher with the children. Terrific. This was a very enjoyable session.		
BICULTURAL AWARENESS	This session was one of the best I have ever attended at any conference. Lots to take home and use. Very good. It was excellent. It was all very, very excellent! Congratulations! You did a marvellous job. I don't have any English speaking children this year and this workshop was of great help and interest. We need more Spanish in-service for non-Spanish speaking teachers. I really enjoyed this session. The dances were outstanding. Spanish party and making God's eye--very nice. Excellent session! The dancing was terrific! This was a very enjoyable session. Participation was excellent. Demonstration of African dance motivated participants to become involved in large group activity. Participants will be able to demonstrate dance to their class when they return. Excellent. Definitely allowed participation. Good! So good. Enjoyed being exposed to different cultural backgrounds. Thank you for all of your work Good! Excellent.	Take the repeated Spanish words more slowly. For the 2nd part, a tape would help. A one chance pronunciation is not too helpful. How about more black culture. The Mexican dance should be after Mexican songs, then the African dance. Need to have music with songs.	Well organized, planned bicultural workshops should be done on local county lev where there is a majority of Spanish Am. children.
WOODWORKING	Provided excellent motivation needed for woodworking experiences. Fascinating. Very good workshop. Very lovely display. Had many materials to work with. Really enjoyed this session. Very good ideas. Shared a variety of materials. Very well prepared "professional." Thanks for the resources. Some good ideas were presented. An outstanding session!	More time needed for participants to use materials--should have been scheduled for longer period as many materials were provided. Many of the visuals excluded girls. Not enough time to experiment.	This type project deserves emphasis on each local lev Money should be designated toward this class. The session was fine, howev I was looking for more ide on what to make and how to instruct child with it. T hammer and saw introductio was okay.
DISCIPLINE	Very positive ways to modify behavior were discussed. Very good--we need more like this! I think rap session was a very good idea for expressing opinion on discipline (very good).		

HOLIDAY ART	Very good. Very good. Very interesting. Viewing teacher made ideas was helpful.	Too long. Fewer examples of poor art or poor bulletin boards. Too much time given to negative examples.	
LANGUAGE ARTS	Excellent--the best yet! Excellent presentation and absorbing session due to the knowledge and skills of the Instructor. Very good speaker and ideas. Beautiful! I'm delighted to know Mary Ruth Giger is in administration. How soon many administrators forget how to teach...a good example being yesterday's morning sessions. Very good! The consultant has so much to offer--one could listen to her forever. Very clear and interesting. I can use many new ideas in my area. Very interesting. A very well prepared session. Very informative.	It is too hard to listen to one group when another one is going on in the same room. This is true in the morning sessions, too.	
TEACHER MADE MATERIALS	Very good film! Very good! Excellent film presentation! Certainly enjoyed the film. Excellent display and presentation. Very good film.	Film was unnecessary. Some demonstrations of the materials at hand might have been helpful. Small group discussions also interesting to see how else we could extend the activity at hand. Formal presentation dominated by hosting county, dwelling only on them. Their film was very good and interesting but long. It did not allow for good interaction or discussion of participants. Good materials but not enough opportunity to observe, copy, etc., "cute" film (EC Program in Seminole) but not relative to "teacher-made materials." Film too long.	
CHILD ABUSE	Very good discussion. Would like to hear you again. We need more of these in our schools. Session was very well conducted.	A little more time for this one. Very hard to hear over outdoor play. It was not Mrs. Godspell's fault. Session should have been held in a room where there was no "verbal competition." This type workshop should be longer and in much more detail--but this was not her fault, I know. She was not given long enough or space enough.	
HEALTH PROBLEMS	She really knows her "stuff." Very good. Very good! Very much needed. Can't be overstressed.		
OUTDOOR ACTIVITIES	Very useful and fun! No more recess! Good opportunity to share ideas. No child would be bored or inactive in this lively outdoor classroom. Handouts with outdoor games that really work with the young migrant child.	Too much time was wasted by discussing topics covered by other sessions in the conference. No new ideas! Most games were learned in Elem. phys. ed. for teachers. More time. I hope tomorrow's "General Session" is an improvement over Tuesday's "General Sessions."	
LEARNING DISABILITIES	For those who have never had information in this area, it was most beneficial. A very good presentation! Excellent! Precise--concise and very enlightening. Very good and to the point. Great session--great film! An excellent presentation. Very good!! Marvellous!		Have sessions like th at the beginning of the conference inste of waiting until the last day!

	Praise	Criticism	Other
LEARNING DISABILITIES (continued)	Well organized, good use of audio visual and written and spoken materials. Excellent Marge, fine presentation. Really loved it. Was very well planned. Very well presented with true sincerity!		

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LANGUAGE ARTS
TABLE 18
PRESCRIPTIVE TEACHING 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.5	57.1	35.7	7.1	0.0	0.0	0.0
2. Presentation	1.4	64.3	28.6	7.1	0.0	0.0	0.0
3. Procedures	1.4	71.4	21.4	0.0	7.1	0.0	0.0
4. Content	1.3	78.6	14.3	7.4	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.9	50.0	28.6	14.3	0.0	7.1	0.0

N = 15

TABLE 19
INTERPERSONAL COMMUNICATION (3rd SESSION) 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.2	80.0	20.0	0.0	0.0	0.0	0.0
2. Presentation	1.3	70.0	30.0	0.0	0.0	0.0	0.0
3. Procedures	1.2	80.0	20.0	0.0	0.0	0.0	0.0
4. Content	1.2	80.0	20.0	0.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.2	80.0	20.0	0.0	0.0	0.0	0.0

N = 20

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TABLE 20
INTERPERSONAL COMMUNICATION 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.3	71.4	28.6	0.0	0.0	0.0	0.0
2. Presentation	1.5	64.3	21.4	14.3	0.0	0.0	0.0
3. Procedures	1.4	64.3	28.6	7.1	0.0	0.0	0.0
4. Content	1.6	50.0	42.9	7.1	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.4	50.0	42.9	0.0	0.0	0.0	0.0

N = 14

TABLE 21
DIAGNOSTIC FLOW CHART 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.7	50.0	40.7	5.6	1.9	0.0	0.0
2. Presentation	1.5	61.1	31.5	7.4	0.0	0.0	0.0
3. Procedures	1.6	53.7	29.6	16.7	0.0	0.0	0.0
4. Content	1.6	59.3	29.6	7.4	3.7	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.6	50.0	38.9	9.3	1.9	0.0	0.0

N = 27

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TABLE 22
PARENT ADVISCRY COMMITTEE 9/17&18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.7	46.5	31.0	19.7	0.0	0.0	2.8
2. Presentation	1.9	42.3	31.0	25.4	1.4	0.0	0.0
3. Procedures	2.2	23.9	26.8	31.0	9.9	1.4	7.0
4. Content	1.9	36.6	31.0	25.4	4.2	0.0	2.8
5. Accomplishment of Stated Session Objectives	1.8	35.2	35.2	19.7	2.8	0.0	7.0

N = 71

TABLE 23
HANDS-ON EXPERIENCE 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.2	82.5	15.0	2.5	0.0	0.0	0.0
2. Presentation	1.2	77.5	15.0	5.0	0.0	0.0	0.0
3. Procedures	1.2	85.0	10.0	5.0	0.0	0.0	0.0
4. Content	1.2	82.5	12.5	5.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.3	80.0	12.5	7.5	0.0	0.0	0.0

N = 39

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TABLE 24
LANGUAGE ARTS GENERAL SESSION 9/16/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	2.0	33.6	22.7	29.1	4.6	3.6	6.4
2. Presentation	1.8	39.1	31.8	25.5	0.9	0.0	2.7
3. Procedures	2.3	28.2	17.3	35.5	7.3	6.4	5.5
4. Content	2.2	25.5	25.5	28.2	10.9	2.7	7.3
5. Accomplishment of Stated Session Objectives	2.1	20.9	27.3	31.8	8.2	1.8	10.0

N = 51

TABLE 25
DATA BANK - MSRTS 9/16/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.8	42.2	28.9	23.3	3.3	0.0	2.2
2. Presentation	2.0	32.2	31.1	30.0	3.3	1.1	2.2
3. Procedures	2.1	30.0	27.8	33.3	2.2	2.2	4.4
4. Content	2.1	25.7	30.0	31.1	6.7	1.1	5.6
5. Accomplishment of Stated Session Objectives	2.1	26.7	35.6	26.7	3.3	3.3	4.4

N = 90

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TABLE 26
PRESCRIPTIVE TEACHING 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.5	61.6	27.4	9.6	0.0	0.0	1.4
2. Presentation	1.6	52.1	32.9	11.0	2.7	0.0	1.4
3. Procedures	1.4	69.9	24.7	5.5	0.0	0.0	0.0
4. Content	1.5	56.2	32.9	8.2	1.4	0.0	1.4
5. Accomplishment of Stated Session Objectives	1.7	42.5	34.3	20.6	0.0	0.0	2.7

N = 73

TABLE 27
HANDS-ON EXPERIENCE 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.7	40.9	40.9	9.1	4.6	0.0	4.6
2. Presentation	1.5	40.9	50.0	4.6	0.0	0.0	4.6
3. Procedures	1.5	45.5	50.0	0.0	0.0	0.0	4.6
4. Content	1.4	59.1	31.8	4.6	0.0	0.0	4.6
5. Accomplishment of Stated Session Objectives	1.4	50.0	36.4	4.6	0.0	0.0	9.1

N = 22

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TABLE 28
SECONDARY TUTORIAL METHODS 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.2	61.5	30.8	0.0	0.0	0.0	7.7
2. Presentation	1.4	53.9	30.8	7.7	0.0	0.0	7.7
3. Procedures	1.2	61.5	30.8	0.0	0.0	0.0	7.7
4. Content	1.4	61.5	15.4	15.4	0.0	0.0	7.7
5. Accomplishment of Stated Session Objectives	2.1	46.2	[illegible]	7.7	23.1	0.0	0.0

N = 48

TABLE 29
INTERPERSONAL COMMUNICATION (2nd SESSION) 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.4	69.2	23.1	7.7	0.0	0.0	0.0
2. Presentation	1.3	73.1	23.1	3.9	0.0	0.0	0.0
3. Procedures	1.4	65.4	30.8	3.9	0.0	0.0	0.0
4. Content	1.5	65.4	26.9	3.9	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.5	61.5	30.8	3.9	0.0	0.0	0.0

N = 26

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TABLE 30
ESL (PM) 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.4	68.0	24.0	4.0	4.0	0.0	0.0
2. Presentation	1.3	76.0	16.0	8.0	0.0	0.0	0.0
3. Procedures	1.3	68.0	20.0	8.0	0.0	0.0	0.0
4. Content	1.3	72.0	24.0	4.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.3	72.0	24.0	4.0	0.0	0.0	0.0

N = 25

TABLE 31
ESL (PM) 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.3	76.2	19.1	4.8	0.0	0.0	0.0
2. Presentation	1.2	81.0	19.1	0.0	0.0	0.0	0.0
3. Procedures	1.3	76.2	19.1	4.8	0.0	0.0	0.0
4. Content	1.2	76.2	23.8	0.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.3	71.4	23.8	4.8	0.0	0.0	0.0

N = 21

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TABLE 32
ESL (AM) 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.7	55.0	35.0	5.0	0.0	5.0	0.0
2. Presentation	1.4	60.0	40.0	0.0	0.0	0.0	0.0
3. Procedures	1.5	60.0	35.0	5.0	0.0	0.0	0.0
4. Content	1.4	65.0	35.0	0.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.4	55.0	40.0	0.0	0.0	0.0	5.0

N = 20

TABLE 33
LEARNING DISABILITIES (LANGUAGE ARTS) 9/19/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.3	74.7	18.3	7.0	0.0	0.0	0.0
2. Presentation	1.3	78.9	14.1	7.0	0.0	0.0	0.0
3. Procedures	1.6	59.2	21.1	15.5	2.8	0.0	1.4
4. Content	1.4	71.8	19.7	7.0	1.4	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.3	74.7	16.9	8.5	0.0	0.0	0.0

N = 71

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TABLE 34
DIAGNOSTIC FLOW CHART 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.5	62.8	23.3	11.6	2.3	0.0	0.0
2. Presentation	1.7	51.2	32.6	14.0	2.3	0.0	0.0
3. Procedures	2.3	34.9	32.6	14.0	9.3	9.3	0.0
4. Content	1.8	46.5	32.6	14.0	4.7	2.3	0.0
5. Accomplishment of Stated Session Objectives	1.9	37.2	41.9	16.3	4.7	0.0	0.0

N = 43

TABLE 35
INTERPERSONAL COMMUNICATION (1st SESSION) 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	2.0	35.3	29.4	35.3	0.0	0.0	0.0
2. Presentation	1.6	47.1	41.2	11.8	0.0	0.0	0.0
3. Procedures	1.1	88.2	11.8	0.0	0.0	0.0	0.0
4. Content	1.4	64.7	29.4	5.9	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.6	52.9	35.3	11.8	0.0	0.0	0.0

N = 17

GENERAL SESSION 9/16	Very good speaker. I found the session to be very interesting. Great to hear from these people.	Talking from above with only jokes as relief is a waste of time and alienates the participants. This type of thing is ill-prepared, poorly accomodated and flaky. Chairs should have been provided and smoking prohibited. It was impossible to listen or appreciate the program in a stuffy smoke-filled room. I didn't mind sit ing on the floor too much but the smoke bothered me. Why so many jokes? also, more of a "statement of objectives" was needed. Real funny. So?	The evaluation items are not applicable to this meeting. The above questions were really not applicable to the presentation. How does one evaluate introductions and welcoming remarks according to the above statements?? Greetings not relevant to evaluation sheet. However, the introductions of the three for the conferees to meet was ok. It was not made clear what exactly we were to evaluate. Some parts were very outstanding while others were somewhat below pa
MSRTS	Good suggestion about carbon copy! I really enjoyed the meeting. I learned a lot about the MSRTS forms. I'm hoping this will be a successful year and many more in the future. Very good. Outstanding organization and information. I felt this to be a very concise, clear presentation. I am beginning to better understand this huge organization much better, helps to know where to go to get all the answers! Entire conference is great! Glad the system is finally beginning to show education the criterion testing has good value in helping migrants show success in tasks being given them. Students have shown these areas whereby they can learn by our help.	There is a need for participants interaction. a. suggestion: small groups presentation within large one. b. have participants deal with blue form so they can look at form and ask questions. Copy of record form and more detail would be helpful. Stories should be cut down so that schedule could be followed. I do have sense of humor. Too much time spent on "intro's" and jokes. Get down to specifics. I got the impression that methods of using and recording TR vary with areas! How come! 30 minutes of jokes is too much! Much of what was said did not apply to all who were present; therefore the time was wasted for those people. Much unneeded repetition. Session entirely too long for what little was said. Too many changes, it is very confusing. Unable to see overhead--how about individual copies? Less time on off-color jokes and more time on serious talk. Unable to see overheads. Perhaps each of us should have had an indiviudal copy to follow. Get to the point before telling all ad libs. Too much time wasted before getting to the schedule. Went over-time--start promptly with less break times. Too many exceptions--lack of passable materials--small groups would serve better. The workshop should begin on time. Cut out jokes and let us get to work! Introductions were rather corny. More in depth--especially for newer participants. Copies of MSRTS Forms for participants to check during discussion.	Need inservice use of codes as they appear on transfer records. Think Dade County's way of recording the scores is best. When a child leaves in April and returns in Nov. the transfer record is useless as a pick-up base. Need uniform testing and recording on transfer forms.
PRESCRIPTIVE TEACHING	Making a prescription in the session allowed us to get a "feel" for the process. Much more useful than just showing examples of ones which had already been done. Thank you for reversing procedure. Thoroughly enjoyed this session. Great--well planned by two experts! Handbook is best guide I've come across. It was badly needed. The slide presentation was outstanding. The consultants in this session seemed relaxed and competent.	Session was not long enough for actual prescriptive teaching. Shortened session "cheated" us. Thanks for saying we can return. I feel that there should have been at least one example of a student in an ESL program since the prescriptions are hard to write if you are not very familiar with the learning activities of the Tutorial program. Need more time for practice and review and suggestions on applying materials to child shortcomings. The session would have been more useful if small groups for individualizing and personalizing were made--teachers and tutors separate.	Wished each tutor aide were able to to secure a copy of the handbook shown at the meeting today. It's a good guide for those who are interested in reaching each student but are unable in one way or another to fulfill it because of either lack of experience or materials. Would like more on prescriptive teaching. Each county should receive at least one book. Each region should have received a Language Arts Book. Each county should have handbooks.

PRESCRIPTIVE TEACHING (continued)	Very informative. Excellent material, presentation. Plan to float back to this again. Best thing yet at convention. Very valuable sorry we couldn't finish. Good and informative! I enjoyed the session it was relaxing and very understanding.	Session should be longer. Wish we had more time. Longer time should have been given for session. Longer length of time. Ran short on time for prescription. Lack of time--not their fault. We need more time. Short on time, seemed to feel rused. Lack of time. Poor distribution of time. Incomplete instructions. Needed more time to complete and check prescriptions. Time wise--wish was longer--detail would have helped. Need to encourage less detail in reviewing chapters so that time for actual prescriptive writing can be done. Not enough time was given. The tutors were willing to acquire experience but as I said time was short.	Excellent for intensity and criterion reading programs but not applicable to ESL. I would like to see a prescriptive worksh for ESL. Each county needs at least one Handbook. More teaching of prescriptive writ by experienced teachers or directors.
INTERPERSONAL COMMUNICATION	Very interesting and true! Well organized. Good point! Expect the most out of the tutors too! Well presented. Well organized. Very helpful. Reinforced my own beliefs. Will encourage me this year. Enjoyed her in Ft. Lauderdale. Glad she was back. Just great! Very enjoyable. Well prepared and perfectly timed. I enjoyed the sessions, got a lot out of it. Found out things about myself I really didn't know. Useful for all those who work with children! Materials were well organized and presentation followed a logical and sequential order.	Not enough time. Waste of time for me, have had such previous experience. Too long. We needed a break.	
INTERPERSONAL COMMUNICATION	This class was very helpful. Beautifully presented. Very good--most helpful. Enjoyed the implementation of various types of activities, so important in any workshop (or classroom!) Too many sessions require so little of the participant that it's easy to daydream. This, however, was well-organized and varied techniques. This is the best session I have attended thus far. More!!! Very good. Presentation extremely clear and most interesting. Enjoyed this kind of meeting. Enough emphasis on the content to understand it, but not so much emphasis that it became boring. I found this session very helpful and interesting. Much food for thought given. I especially appreciated the opportunity to discuss subject in large and small groups. Mrs. Stretcher's participation and input in small group work was very welcome. I enjoyed this session very much. Excellent! I enjoyed this session very much. This was a session where we worked as a group and an individual. It was well presented.		

PAC	Very good, gave much information. Very good and informative.	More details! Need feedback from audience--small broup interaction. Like to have more involvement but I understand time was limited.	Title I parents committee is slow to percolate--can the two be combined?
DIAGNOSTIC FLOW CHART	Very clear and knowledgeable. Very thorough presentation. The diagnostic flow chart is a very good and useful chart. I got a very good understanding from the presentation. I enjoyed it. An excellent presentation. Flow chart very well presented and explained. Very well developed. Informative. Flow chart shows a lot of thought went into the development of it. Migrant Program has come a long way getting it all together. Very lucid presentation. Referral to familiar situations appreciated. Those diagnostic information forms will be very helpful. Stevenson is good! Program worthwhile.	Too fast! Needed more time. The time was not long enough. Not enough time. Time was inadequate. Not enough time for in-depth study. Not enough time. Not enough time! Needed more time. More time necessary! Time was inadequate. Didn't have enough time for workshop. Not enough time. More time needed. More time. Too short a time. Not enough time. More time needed--Instructors handicapped by lack of permanent area for program. Time allowed was insufficient to adequately cover content. This session is essential--provide at least 1/2 day--preferable a full day. Time limits absurd. #3 and 4 would have been great if there had been any time. Suggest longer time blocks for these practical session. Don't need the general "stuff" at at state meeting. In this, as with all other sessions so far, the feeling was one of RUSH--RUSH--RUSH!!! How can the well-prepared consultants possibly fulfill stated objectives if there is a severe time limitation that they remind us of every five minutes?! For those of us who came a great distance for this conference, more time seems to be spent in (1) getting from one session to another (2) having breaks, and (3) eating. All of the evening hours are spent socializing Why can't longer sessions be scheduled for those of us who come here to learn about our jobs?	Dianne is so dedicated and knowledgeable the session should have been much longer. Very good but short of time.
DIAGNOSTIC FLOW CHART			
HANDS-ON EXPERIENCE	Like to see teachers and aides sharing so many good ideas they have used in their classrooms. I enjoyed hands-on experience very much. Really what we all need a whole day of. We would really enjoy and benefit from more workshops in this area! Great ideas. Super. Both time and materials offered. Exchange of ideas--shared experiences--helpful hints.	More time needed. Need more time. More materials on higher level. Not long enough. Needed more time for this and less time for others that did not concern us.	Fun. Need work tables and more time.
SECONDARY TUTORIAL METHODS	I know that alot of hard work went into the kits and other teacher-made materials. The points to help us with the older children was much appreciated. A lot of hard work. Good presentation.	Longer time needed to get into materials. Too hot.	Good ideas and presentations--But I know others said as I am saying--Too hot! How did you manage all those sessions? Excellent just not enough time!

SECONDARY TUTORIAL METHODS (continued)	Learned a great deal about how to create interest which is very important for secondary students. Extremely good presentation--very, very informative in a relaxed setting. Handouts are fantastic. Excellent presentation and most helpful. Very good. Best session I've attended so far. I wasn't excited about attending this workshop because I am an elementary school teacher, but it is the best I have attended thus far. Jenny makes me want to cut and paste! Ann makes me confident--Hope it lasts me 'til the kids come. Excellent, practical presentation--need more sessions like this. More time could be spent here (and less in coffee breaks). Coming from an area K-3 found this workshop very informative. Showing actual material was very useful.		
ESL	Enjoyed presentation. A well planned and organized session. Very well organized. Very good. Great. ESL teachers need many more like this one. We need for the ESL teachers to get together for a workshop like this. Sorry we have to leave-- Fun. Very beneficial--one of the best session I have attended. I found this session to be very interesting and educational. Fantastic! Excellent. The gals really worked hard on their subjects! Good format to give both theoretical type material and practical methodology. Very beneficial. By far the most profitable of the conference--I only wish I had 5 days of this. The people involved are marvelous!! This session was very helpful to me as a language arts tutorial teacher. This has helped me to know how to teach the Spanish-speaking children. Very, very helpful. Information was pertinent and well presented. Handouts are useful. Session really showed need for ESL programs for her children and provided necessary instructional aids to provide ESL. Excellent session!!	Not enough time allotted--session too rushed! More time needed for question period. Need more time for presentation. Not enough time allocatted for assumed objectives--too hurried. Should have been more organized not to run out of time. Too much time was taken by other speakers. Should have been timed so we could get all speakers included. Good info. Didn't get much culture--badly needed. More time for session was necessary.	Very good. Wish we had more time. Excellent but more time needed for each presentation. Insufficient time for participants to ask questions. Very well organized information quite relevant and interesting. More time needed. Very good cla[illegible]. Best atmosphere and preparation but too short time. Excellent, needed more time. One problem! Not enough time scheduled for this well-done presentation!!! Time cut short the interesting participation--wish I could have made flowers, etc.
GENERAL SESSION 9/19	Very good idea and clear hand out. An outstanding contribution to participants in the migrant Language Arts Program. This was very helpful. Very good and specific. I have tried the VAK approach and was successful. Excellent. It was an excellent presentation. Excellent!! Hank is always excellent. Have heard before but the review was very interesting and helpful.	Repetitive--I think tutors not teachers should have heard it.	Suggestion: 1) Have work Lab to practice this skill-- interaction, practice will get the teacher and tutors really acquainted with the process. 2) Have participants interact and share ideas!

	Praise	Criticism	Other
GENERAL SESSION 9/19 (cont.)	Relating information to our specific programs made this relevant and useful. The handouts are especially useful. Blumberg is clear, simple, and abundantly well-prepared to disseminate high level material and skills. Self worth and creativity are reinforced by his delivery. Excellent. I can see many uses for this approach in my classroom. The visuals clarified the presentation and I plan to try this method when I return to the classroom. Sounds like Hendry County is outstanding in their abilities!		I understand that lack of time did not allow for more interaction.

APPENDIX D

LEARN AND EARN
TABLE 36
A-V USE (MORNING) 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.7	54.2	20.8	25.0	0.0	0.0	0.0
2. Presentation	1.9	33.3	45.8	20.8	0.0	0.0	0.0
3. Procedures	1.6	54.2	29.2	16.7	0.0	0.0	0.0
4. Content	1.7	29.2	29.2	16.7	8.3	0.0	16.7
5. Accomplishment of Stated Session Objectives	2.2	25.0	33.3	25.0	12.5	0.0	4.2

N = 24

TABLE 37
MARINE ENGINE (MORNING) 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.5	53.9	38.5	7.7	0.0	0.0	0.0
2. Presentation	1.4	61.5	38.5	0.0	0.0	0.0	0.0
3. Procedures	1.2	76.9	23.1	0.0	0.0	0.0	0.0
4. Content	1.7	38.5	53.9	7.7	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	2.2	23.1	38.5	38.5	0.0	0.0	0.0

N = 13

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TABLE 38
MARINE ENGINE (AFTERNOON) 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.2	66.7	27.8	0.0	0.0	0.0	5.6
2. Presentation	1.2	83.3	16.7	0.0	0.0	0.0	0.0
3. Procedures	1.4	66.7	27.8	5.6	0.0	0.0	0.0
4. Content	1.3	66.7	33.3	0.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.6	50.0	38.9	11.1	0.0	0.0	0.0

N = 18

TABLE 39
CLASSROOM MANAGEMENT (MORNING) 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.3	75.0	20.0	5.0	0.0	0.0	0.0
2. Presentation	1.1	80.0	15.0	0.0	0.0	0.0	5.0
3. Procedures	1.7	55.0	25.0	20.0	0.0	0.0	0.0
4. Content	1.4	75.0	15.0	10.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.5	60.0	30.0	10.0	0.0	0.0	0.0

N = 20

APPENDIX D

TABLE 39
CLASSROOM MANAGEMENT (AFTERNOON) 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.6	46.15	46.15	7.7	0.0	0.0	0.0
2. Presentation	1.5	53.9	38.5	7.7	0.0	0.0	0.0
3. Procedures	1.3	69.2	30.8	0.0	0.0	0.0	0.0
4. Content	1.5	53.9	46.2	0.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.7	53.9	30.8	7.7	7.7	0.0	0.0

N = 13

TABLE 40
CITRUS TESTING (MORNING) 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.3	66.7	33.3	0.0	0.0	0.0	0.0
2. Presentation	1.2	83.3	16.7	0.0	0.0	0.0	0.0
3. Procedures	1.2	83.3	16.7	0.0	0.0	0.0	0.0
4. Content	1.3	72.2	27.8	0.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.3	72.2	27.8	0.0	0.0	0.0	0.0

N = 18

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TABLE 41
CITRUS TESTING (AFTERNOON) 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.6	52.9	35.3	5.9	5.9	0.0	0.0
2. Presentation	1.5	58.8	35.3	5.9	0.0	0.0	0.0
3. Procedures	1.2	82.4	17.7	0.0	0.0	0.0	0.0
4. Content	1.1	82.4	11.8	0.0	0.0	0.0	5.9
5. Accomplishment of Stated Session Objectives	1.4	76.5	11.8	5.9	5.9	0.0	0.0

N = 17

TABLE 42
A-V USE (AFTERNOON) 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.6	37.5	62.5	0.0	0.0	0.0	0.0
2. Presentation	1.5	50.0	50.0	0.0	0.0	0.0	0.0
3. Procedures	1.4	62.5	37.5	0.0	0.0	0.0	0.0
4. Content	1.7	25.0	75.0	0.0	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.7	25.0	75.0	0.0	0.0	0.0	0.0

N = 8

Of the 131 evaluations of the L/E sessions 52 contained suggestions and/or comments. They are categorized as Praise, Criticism and Other.

	Praise	Criticism	Other Comments
CITRUS TESTING	Excellent! Very good Outstanding presentation!! Excellent presentation Most interesting and informative. Along with the classroom mg't. session the conference was most worthwhile.	I could have used a little more time in actual procedures. We should have more time for presentation	How soon can this be implemented in L/E units? Are the modules available this year? This really was a well prepared, superior presentation. Implement it! I need the unit now! Not suitable for all units but interesting.
A-V USE AND MAINTENANCE	Very helpful session. Very useful to me. Very helpful	Too technical for most--more hands-on such as changing belts, lamps, etc.--machines not covered: overhead projector, super 8 silent loop mach., Filmstrip Dukane Projectors, 16 mm projector. Use hands-on activity Equipment should be worked on in small groups. Bring broken Mark 9 and repair in session. More time and need to bring broken machines to repair Actual Service maintenance people should perform repair; teachers should bring broken equipment for repair Tell teachers before program begins to bring the machines which need repair. There should be more hands-on type of sessions. Do not invite Technicolor people. Just show us as much maintenance as possible. Have instructors bring in faulty machines and repair them during the session-hands-on.	

	Praise	Criticism	Other
		Covered material too fast. Should have more individual interaction. Bring in your own broken machines to work on. More time on Mark 9's. Lots of problems. Please furnish more demonstration on repair of Mark 9.	
MARINE ENGINE	Good Good presentation This is the second session I've had in Marine Engines and frankly I can say I've learned. I mean actually learned, more about Marine engines today than I have ever known in two years. Very good demonstration This was a very good session. This workshop was better than last year's and the year before. Fantastic Wonderful hands-on experience. Very enlightening. I would like to have several weeks of this kind of work shop. This was a good session--more of this is needed.	More time needed in work session (hands-on) Session should be a little longer More time should be given to assembly and dis-assembly of engines for new personnel. More time needed Time was too short--Marine Engines should really have two sessions! More tools would have been a help, however, to keep the operation moving a bit more smoothly. And we ran out of time. Smaller group/2 sessions (we needed more time but not all in one session) Putting women in to teach these procedures with the little time that is permitted is not sufficient. Longer and more detail instruction sessions; smaller classes	
CLASSROOM MANAGEMENT	Very good chance to exchange ideas with other teachers from other counties. Enthusiasm was outstanding. Course content was inspiring. Best session of conference. Very good. If feel that this was a very good workshop and as a new aide in earn and learn it will help me a lot. A very meaningful and worthwhile session. Very practical! Materials covered were very practical and relevant. I would be interested in seeing what materials in the areas (mech., home nursing, vocational, etc.) were being used.	While the presentation was sterile and quite adequate, I find too many dehumanizing factors confronting the student as presented. Are we teaching children or are we losing sight of warmth and compassion in the migrant classroom?	

APPENDIX D

SUPPORTIVE SERVICES
TABLE 44
JOB RESPONSIBILITIES 9/16/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	2.3	19.7	37.3	39.2	2.0	2.0	0.0
2. Presentation	2.2	23.5	31.4	39.2	0.0	3.9	2.0
3. Procedures	2.1	27.5	41.2	21.6	5.9	2.0	2.0
4. Content	2.3	21.6	35.3	35.3	7.8	0.0	0.0
5. Accomplishment of Stated Session Objectives	2.2	29.4	31.4	33.3	5.9	0.0	0.0

N = 51

TABLE 45
COMMUNICATION SKILLS 9/16/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.9	38.0	39.2	19.0	0.0	2.5	1.3
2. Presentation	1.8	38.0	43.0	15.2	0.0	2.5	1.3
3. Procedures	1.8	39.2	38.0	16.5	1.3	2.5	2.5
4. Content	2.1	24.1	48.1	24.1	0.0	2.5	1.3
5. Accomplishment of Stated Session Objectives	1.9	32.9	45.6	16.5	3.8	1.3	0.0

N = 80

APPENDIX D

TABLE 46
MSRTS (SUPPORT SERVICES) 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	2.2	18.8	40.6	40.6	0.0	0.0	0.0
2. Presentation	2.1	28.1	37.5	34.4	0.0	0.0	0.0
3. Procedures	2.2	21.9	37.5	37.5	3.1	0.0	0.0
4. Content	2.3	18.8	37.5	43.8	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	2.4	9.4	40.6	50.0	0.0	0.0	0.0

N = 33

TABLE 47
MONTHLY, QUARTERLY AND PROFICIENCY REPORTS
FROM LITTLE ROCK 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	2.1	28.1	28.1	40.6	0.0	0.0	3.1
2. Presentation	2.3	28.1	18.8	50.0	3.1	0.0	0.0
3. Procedures	1.9	31.3	37.5	25.0	3.1	0.0	3.1
4. Content	2.3	21.9	37.5	34.4	3.1	3.1	0.0
5. Accomplishment of Stated Session Objectives	2.1	31.3	21.9	40.6	3.1	0.0	3.1

N = 32

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TABLE 50
CULTURAL AWARENESS 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.9	31.3	43.8	25.0	0.0	0.0	0.0
2. Presentation	1.9	31.3	43.8	25.0	0.0	0.0	0.0
3. Procedures	1.9	31.3	50.0	18.8	0.0	0.0	0.0
4. Content	1.9	37.5	31.3	31.3	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.9	37.5	37.5	25.0	0.0	0.0	0.0

N = 18

TABLE 51
INTERVIEW TECHNIQUES 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.5	63.0	25.9	11.1	0.0	0.0	0.0
2. Presentation	1.6	51.9	37.0	11.1	0.0	0.0	0.0
3. Procedures	1.3	63.0	33.3	0.0	0.0	0.0	0.0
4. Content	1.5	63.0	22.2	14.8	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.5	55.6	37.0	7.4	0.0	0.0	0.0

N = 27

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TABLE 52
PARENTAL INVOLVEMENT 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.5	63.2	21.1	15.8	0.0	0.0	0.0
2. Presentation	1.6	52.6	36.8	5.3	0.0	0.0	0.0
3. Procedures	1.4	68.4	26.3	5.3	0.0	0.0	0.0
4. Content	1.5	57.9	31.6	10.5	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.6	57.9	26.3	15.8	0.0	0.0	0.0

N = 19

TABLE 53
PARENTAL INVOLVEMENT 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.4	66.7	25.0	8.3	0.0	0.0	0.0
2. Presentation	1.3	79.2	12.5	8.3	0.0	0.0	0.0
3. Procedures	1.4	62-5	33.3	4.2	0.0	0.0	0.0
4. Content	1.5	62.5	29.2	8.3	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.5	62.5	25.0	8.3	4.2	0.0	0.0

N = 24

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TABLE 54
COMMUNITY RESOURCES 9/18/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.4	70.4	14.8	14.8	0.0	0.0	0.0
2. Presentation	1.5	66.7	18.5	14.8	0.0	0.0	0.0
3. Procedures	1.4	63.0	22.2	11.1	0.0	0.0	3.7
4. Content	1.4	70.4	14.8	14.8	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.5	59.3	18.5	18.5	0.0	0.0	3.7

N = 28

TABLE 55
HEALTH PROJECT 9/17/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	1.5	63.2	21.1	15.8	0.0	0.0	0.0
2. Presentation	1.6	52.6	36.8	5.3	5.3	0.0	0.0
3. Procedures	1.4	68.4	26.3	5.3	0.0	0.0	0.0
4. Content	1.5	57.9	31.6	10.5	0.0	0.0	0.0
5. Accomplishment of Stated Session Objectives	1.6	57.9	26.3	15.8	0.0	0.0	0.0

N = 19

APPENDIX D

TABLE 56

GENERAL SESSION - SUPPORTIVE SERVICES 9/16/75

	Mean $\bar{x}$	Out-standing	Above Average	Adequate	Inadequate	Poor	0
1. Statement of Objectives of Session	2.1	26.3	42.1	31.6	0.0	0.0	0.0
2. Presentation	2.1	15.8	57.9	26.3	0.0	0.0	0.0
3. Procedures	2.0	15.8	68.4	15.8	0.0	0.0	0.0
4. Content	2.1	15.8	42.1	36.8	0.0	0.0	5.3
5. Accomplishment of Stated Session Objectives	2.4	5.3	52.6	42.1	0.0	0.0	0.0

N = 19

	Praise	Criticism	Other Comments
GENERAL SESSION		More in depth information of migrant student identification is needed.	Now that we know the job description of all in Supportive Services, how do we get them to do their job? Being familiar with job descriptions of everyone it was ok, however for new personnel it would of been above average--wish county coordinators were here to listen.
JOB RESPONSIBILITIES	Very informative. Very informative. Very informative--But we need more county wide directives. Session was very well defined. Good job Gorge and Terry!	Perhaps more time for sharing between participants on their responsibilities. We could read the paper ourselves--we needed more details re - implementation.	Believe the records clerk should be made responsible for special program monthly report to TO's and count.
COMMUNICATIONS SKILLS	Discussion of valid points in a discussion well covered. Enjoyed session. Hoy bueno! Very understanding very clear enjoyed it very nice. Very good. Very informative.	Groups within room too close together. One tended to disturb the other. Need to be in a separate room.	Listen carefully - Perhaps a more directed discussion co have followed the exercise ("telepho session), but point was well made.
PARENT INVOLVEMENT	It was a most worthwhile, challenging session. Would like more sessions with O'Keefe. This was one of the most informative sessions I have attended. Would be happy in the future to see more group session content elevated to this level of communication! Hoy Bueno! Gracias!	Just need much, much more time.	
CULTURAL AWARENESS	A good session. Discussion following presentations was great--sharing ideas and problems. More of this type of session -- very basic, informative, and offers opportunities for sharing of ideas between counties.	Should have brought in a white migrant to add what their culture is like in comparison to others. It was extremely hard to hear. There should have been some prepared statement about the "white" migrant. We should have had a representative from a white migrant culture. Outside noises made it impossible to hear a great amount of what was said!! Not enough time spent on different cultures. There are others.	More county coordinators should attend these sessions and listen! Please always supply us with hand ou to help our communications with all these different races of people.
INTERVIEW TECHNIQUES	Very informative.		
COMMUNITY RESOURCES	This is a real good thing and I appreciate it very much. Great! Very informative.	More service agencies needed!! Wished someone from Health Dept. could have been present. I didn't like the comment about the lady from State Food stating that some migrants do not sometimes have a place to cook food and therefore they do not get the stamps when they really need it. Some people should study more about migrants. God Bless the man from Community Action Program. He cares. Longer time needs to be allotted to interaction with participants.	
HEALTH PROJECT	Stimulating, adequate. Very outstanding. You are a very sincere person. You have shown us how much you really care by heart. God Bless you. Interaction good. Best session we have had. Excellent presentation. Best session we've had!	Not enough time to discuss everything. Need more time.	This is the most important and most informative session. I feel this should be given earlier to allow the CHW more time to assimilate the information and have our questions answered.

	Praise	Criticism	Other
MSRTS	As always a TO Session is informative.	More time.	Wish all could hear how other offices do their entire process. I was ready to go home if it were as boring as 9/16 but now I'll stay. I should have had a workshop other than the couple I had.
	Pretest idea great, as it showed us what areas we didn't know about, thus what to clear up before session was over. Very informative.	Would not give participants chance to communicate. More time needed to deal with problems. Wasted time on unrelated problems. It gets confusing sometimes when someone asks questions and you are trying to catch on to what was just said.	

APPENDIX E

TABLE 1
OVERALL CONFERENCE

		$\bar{x}$
I.	OVERALL RATING OF CONFERENCE (How would you rate your total gain in useful knowledge now that the conference is over?)	2.12
	A. Objectives	2.13
	B. Organization	1.76
	C. Presentations by Consultants	1.88
	D. Activities	2.10

APPENDIX E

TABLE 2
SUPPORTIVE SERVICES

		$\bar{x}$
1.	Job Responsibilities	2.26
2.	Communication Skills	2.12
3.	MSRTS (for Terminal Operators)	2.13
4.	Cultural Awareness	1.76
5.	Interview Techniques	1.88
6.	Health Project (for Community Health Workers)	2.10
7.	Monthly, Quarterly and Proficiency Reports from MSRTS	2.00
8.	MSRTS (for Social Educators)	2.43
9.	System Enhancements	2.28
10.	Data Collection System	2.03
11.	Parental Involvement	1.82
12.	Record Keeping	2.41
13.	Health Project (for Social Educators)	2.09
14.	Filing and Record Keeping	2.34
15.	Community Resources (Panel)	1.83
16.	Transfer Record Implementation for Non-Program Personnel	2.30

OVERALL - 2.14

Next four pages on specific reactions to the above deleted because of illegibility.

APPENDIX E

TABLE 3
LANGUAGE ARTS

	$\bar{x}$
1. MSRTS	2.50
2. Interpersonal Communication	1.91
3. Diagnostic Flow Chart	2.27
4. Hands-On Experience	1.84
5. Secondary Tutorial Methods	2.33
6. ESL	1.73
7. Prescriptions and Diagnosis	1.93
8. Parent Advisory Committees	2.46

OVERALL - 2.23

		#3	#4
LA	aide	The only suggestion I have for next year is to change, at least somewhat, the format of the General Session. There were too many jokes. It was run like a business meeting instead of a meeting of educators. Many of us felt it was quite boring and a waste of time, especially since the Diplomat must have been costly to use.	How to organize units of study. That is, if a child is learning about different professions (teachers, fireman, etc.) it would be nice to know how to decide which things are relevant to the topic and should be included in the unit. Ideas for planning, decoration, etc.
	teacher	A section for people new to the Migrant Program. Longer sessions when needed. More organization and less chatter in General Sessions.	Record Keeping
	tutor	Too much ad libbing--get down to business.	Transfer record sheets
	other	Sessions too short--would appreciate at least group meet for twice the time.	Hi-Intensity--would like to understand it!
	tutor	The sessions are too short.	
	tutor	Interpersonal Communication	Secondary Tutorial Methods
	tutor	MSRTS	Secondary tutorial methods
	NI	Interpersonal communications	Secondary tutorial methods
	tutor	Secondary tutorial methods. Need more time for discussions.	1. Interpersonal Communications 2. Secondary Tutorial Methods
LA	aide	Social and emotional development of pupils. To make material for Innovations in Classroom for ESL. Materials appropriate for assessment for reading skills (ESL).	
	tutor		Methods of preparing materials for students.
	teacher	Leave choice of session up to individual person.	Working with Migrant Parents Self concept of the Migrant Child
		Much more on parenting and working with the Migrant Parents. Much more ESL for ESL teachers. Much more cultural awareness of Mexican/Americans.	Cultural Awareness Activities.
	teacher	One of the best conferences I have attended--excellent planning was evident.	
	teacher	1. Have the principal fully informed ahead of time of our guidelines. 2. Teaching conditions (room size, etc.) should be very clearly stated before beginning the program. 3. Better availability of materials when needed.	a. How to schedule students. b. Go to each school and see their teaching situations. c. Provide for materials. d. Let ESL teachers get together to talk about progress made in their schools. e. More communication between ESL teachers. f. Let us know how much money we have available for us to use.
	teacher	The presentations of the people actually teaching in the various fields were interesting, practical and informative. In most of these sessions the participants learned things they could go back to their own schools and do.	Hands-on Elementary Tutorial methods Prescriptions and Diagnosis
LA	teacher	I think next year's conference should be held in a less expensive place. A per diem of $25.00 do not cover tips, etc. In a resort area such as Hollywood, Orlando, etc., it is difficult to find restaurants with moderate food prices. It is difficult for a tutor who earns $22.00 a day to afford these expenses. Also for a teacher!	
	aide		E.S.L. Prescriptions and Diagnosis MSRTS Learning Disability
	aide	Need more time and depth in all areas. Need to uniform MSRTS During Hands-on need more secondary ideas.	Planning of parent advisory committees. Parent involvement. Training in using interpersonal communication with students.

LA	aide	Have someone help you out like finding rooms where meetings were supposed to be.	
	teacher	Different activities for tutors than for teachers. More advanced skills for teachers.	How to supervise tutors. Specific projects for working with tutors.
	tutor	ESL need more time.	
	aide	1. ESL should attend Early Childhood sessions. 2. ESL 3. Hands-on experience--needed more time.	
LA	aide	1. More practical methods for teaching reading. 2. Floor plan of the building so we won't have to spend a lot of time finding the right classroom. 3. Location with more inexpensive places to eat. 4. I would like to see persons actually demonstrate methods of teaching other than explaining how machines work and telling of the different kits and materials available.	
LA	teacher tutorial	Teacher made materials--more time on this. Bi-cultural awareness.	More "rap" sessions on discipline. Things relating to Learning Disability or Teacher Disability.
	NI	To have the sessions for a longer period of time.	
	teacher tutorial	Sharing ideas which teachers have found successful such as the "Secondary Tutorial Methods" presented by Reilly and Megna.	Creative Ideas and actual participation. Study of the Tutorial Handbook.
	aide	1. Building better self-concepts. 2. Reading motivation upper level. I feel early childhood and primary levels are well covered at the conferences. I would like to see more concentration on the secondary level.	I would like to have some inservice training for tutors on English grammar. A review workshop on sentence structures, punctuation, basic grammar skills, etc. would be helpful.
LA	aide	Prescription and diagnosis determines effective teaching and thus needs follow-up and expansion such as: a. More correlation of material on all levels. b. Simplified and unified handbook for tutors something like "The Guide for Inexperience"! c. More concrete methods for diagnosis. d. Realistic accomplishment.	Prescription and Diagnosis Making teaching material (Hands-on) Interpersonal Communication
	aide	In our area PAC would not work although it is a good idea. We needed longer workshop periods, shorter breaks. Each unit had so so much to cover but never enough time. Also more floating would help so we could get into other areas in health nurse or records clerk to better help us know what is available for these students, where to go for help etc. Either longer workshops or not quite as much in so many areas. This one was very helpful and enjoyable. Should be a must for all involved each year.	Hands-on ESL Interpersonal Communication Secondary Tutorial Methods Prescription and Diagnosis
LA	teacher	Sessions should be geared to new people and some sessions should be presented to those with experience in our program. It's great to share new and innovating ideas but some things are too repetitious for the experienced personnel.	Workshop on reading comprehension skills. Workshop on improving handwriting skills.
	aide	Prescriptions and Diagnosis and Parent Advisory Committee. More time should be allotted for these areas because of their dire importance.	Would like to have more knowledge about Parent Advisory Committees.
	teacher	1. Hands-on experience--geared more to intermediate level. 2. Advanced scale for print outs--in other words a follow-up was necessary. 3. Have a special session for the intermediate level teacher other than a. too elementary and b. too secondary. 4. A better introduction to what is a: 1. Perscription 2. Diagnosis	1. Basic area of comprehension. 2. Special emphasis on the specific area of syntax. 3. Emphasis of a management system.
	county staff	Design a session showing how personnel from each of the 5 components interact with one another to pull the entire program together	Tutorial skills in teaching manuscript and cursive writing. Comprehension.

LA (cont.)		offering services to migrant children. Interaction groups (ex. tutors from several counties responding to concerns directly dealing with scheduling, tutoring, in-service needs, problem solving.)	Interpreting MSRTS to the classroom teacher.
LA	teacher	ESL teachers needed more than 1-1 1/2 hours for ESL sessions. They could have had several sessions designed esp cially for them. The specific needs of ESL teachers were not met.	Materials for ESL. Sequential program planning for ESL. Migrant culture.
	teacher	I attended all topics except ESL. I felt each one was well presented and very informative. I felt a great need for an extended thirty minutes on each session for more questions and answers. A great deal of time and labor was put into the weeks conference, and much I felt was needed to begin our new school year. I have no critical comments about any of the topics. I looked for the ideas that applied to me and my community and it was most satisfying. I met many great people that are working in the program. These people gave me a greater inspiration to work even harder than ever.	Workshops for tutors and tutorial teachers for all Region III (centrally located) using the 8 topics at the fall conference for reinforcements in the different areas. Possibly two or three topics at a given time. I would like to visit classrooms of other counties for improvement of my own.
LA	teacher	More time for Hands-on Activities. Rooms could have been cooler.	Media workshop for county.
	aide	I believe that the staff should dispense with some of the jokes. I know that they tell jokes to make us feel at ease but you can just take so much.	How to cope with students that are put in a grade that is way above their ability yet be able to teach them without their feeling like babies.
	teacher	Skip the jokes. More hands on. Actual activities to be use in the classroom less theory.	
	teacher	If the session has activities or several areas in which the audience can participate more time should be given to those blocks. Ex. Hands-on and ESL. The teachers and tutors attend in order to learn, not party. Limit the festive atmosphere. Provide more time for Supportive Services and Early Childhood to attend Language Arts and vice versa.	Extension of Interpersonal Communication. How to be a part of the school's faculty and not a step child. The importance of good P.R. Use of television in the classroom.
LA	county staff	Overall, I thought the sessions were well organized and also presented well. I did feel as if most of them were directed to the tutorial level, which is good. This level of presentation is needed. However, for me, particularly this year, conferences on a coordinator's level would have been extremely useful.	1. Process of student identification 2. Health Services 3. Budget and Amendments
	teacher	1. Presentations by purposeful persons 2. Materials and rooms coordinated to prevent conflicts 3. General sessions having more value either informative or emotive	Testing Games and activities
LA	aide	A reasonable place for housing the conference with a reasonable price for the people to attend. Also, transportations, money in advance.	We should have more inservice training for the year. Discuss our problems about the children. Also their health problems. More cooperation with each other as tutors.
	teacher	Money needed to attend conference should be fronted to participants prior to the convention. Provide transportation.	How to grade your migrant children. (Things to take into consideration.)
	aide	Provide transportation for all. Provide money ahead of time and more than $25.00 per day. The cost of living is on the rise.	
	aide	Provide transportation and money ahead of time.	
	aide	1. Since cost of living has risen the daily allowance should be more than $25.00. 2. Transportation to and from conference instead of employee's cars. 3. Have in cheaper hotel where good inexpensive eating places are in walking distance.	Have more inservice training at home bases.
LA	teacher	More ESL Workshops.	To train non-English speaking tutors to teach ESL children.

LA	teacher	ESL--More workshops.	
	aide	Since I have found the information so useful, I hope the tutors and teachers can go again next year.	Ideas teachers can use to instruct children i the classroom situation. (The normal 1 to 30 ra situation.)
	aide	I would suggest a longer period for the hands-on experience session; more sessions that involve the people such as E.S.L., interpersonal relationships and hands-on did.	1. How to get across to children and parents importance of cleanliness and what we ourselves can do. 2. Relationships with faculty and staff members in your school.
	aide	That we spend more time in things for our own use. For example Language Arts spend more time in things like Interpersonal Communication, and Hands-on and leave off Secondary Tutorial Methods etc.	More Hands-on workshops.
	teacher	I think this form should have been filled out immediately after the conference, as it's hard to remember all the aspects of the sessions.	
	county staff	This follow-up evaluation is a waste of paper, time and effort. The same evaluation sheet was filled out at the conference. Why this now?	
LA	head teacher	Introduction to the program for those who have just started in the migrant program. (The conference was not helpful to those who were new in the program.)	Tutorial methods. MSRTS (How it functions.)
LA	county staff	1. Better planning of scheduling. 2. Better planning of time. Too short for good presentations. 3. There is nothing wrong with a full day at a conference.	More practical activities (new ideas)
LA	administrator	1. Conference should be scheduled sometime after school personnel have received their first paycheck of the new school year. 2. Provide participants with map locations of meeting rooms and plans.	
LA	aide		Workshop on machines and all materials sent to us to use.
	aide	1. More centrally located in State--Aides' pay even though we're refunded isn't sufficient to go so far away from their home. 2. Require that at least one teacher and Principal from each School attend so that they can understand the Migrant Program.	1. Phonics 2. Individualization for Students 3. Teacher and Principal Workshop
	aide	More centrally located. Have several selections of each topic that people could choise from--As instruction work-on MSRTS and doing workshop on MSRTS.	More ways to work with the 4th 5th 6th grade children.
LA	aide		MSRTS
	aide		General over repeat of same. More training in transfer record keeping.
	aide		ESL Parent Advisory Committee
	teacher	Mini-quiz on actual objectives. I liked having more than CRA program presented to everyone. Once more--time allotted to each consultant was inadequate. They had more to give.	Actual MSRTS workshop. Material to fit prescriptions.
LA	administrator		Judicious use of instructional materials. aide-school aide-teacher articulation Use of Language Master
	aide	I enjoyed the child abuse session very much.	
	aide	Felt hotel was too big and time consuming as far as reaching designated areas for set time. Better bulletin boards for directions could have been placed for all to see.	Ideas for beginning students, no school experience on writing. Work books or combined ideas for Language Master.
	teacher	The conference was very good. I would prefer to have mini-sessions in Language Arts next year. Some of the topics that were in the other components such as cultural awareness, child abuse,	How to manage a tutorial program in a school wi older children (4th and 5th) very few materials o materials designed for younger children and so

IA (cont.)		etc., would have been appreciated in the L.A. component; or more time to "float" so that one could attend these sessions.	money to spend because the project hasn't been approved--or How to work without money or materials. Working with secondary tutorial students (6th and 7th).
	aide	Interpersonal communication--Wasn't organized at all. I didn't enjoy it at all.	1. Hands-on experience 2. Parent Advisory Committees 3. Diagnostic Flow Chart
	aide		Diagnostic Flow Chart
LA	teacher	Repeat and elaborate on "Diagnostic and Precriptive Teaching" since Florida law will require it in 1976. "The Migrant Child's School Attendance." (The percentage of attendance of some of the children is very poor.)	An inservice training meeting similar to the one held in Okeechobee, Spring, 1974, would be very appropriate. This should be for the participation of all teachers and tutors in the Language Arts Program.

APPENDIX E

TABLE 4
LEARN & EARN

	$\bar{x}$
1. Marine Engine	1.81
2. A-V Use and Maintenance	1.95
3. Classroom Management	1.85
4. Citrus Testing	2.10
5. General Session (First)	2.35
6. General Session (Final)	2.26

OVERALL - 1.72

Specific reactions to above on next two pages deleted because of illegibility

APPENDIX E

TABLE 5
EARLY CHILDHOOD

		$\bar{x}$
1.	Address (Early Childhood Objectives and Assessment Instruments)	1.76
2.	Rap Session with Focus on Discipline	3.39
3.	Music and Movement	1.33
4.	Bi-Cultural Awareness	1.45
5.	Woodworking	2.38
6.	Health Problems	2.00
7.	Language Arts	2.22
8.	Child Abuse	1.92
9.	Art Activities	1.58
10.	Holiday Art	2.19
11.	Extending the Classroom Out-of-Doors	2.20
12.	Teacher-Made Materials Display	1.66
13.	Film Preview	2.70
14.	Math for the Preschool Child	1.34
15.	Learning Disability or Teacher Disability	1.60

OVERALL - 1.74

Next five pages (containing specific reactions on above topics) have been deleted because of illegibility

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